

Warwick students defy court order

from Jane Headley

COVENTRY Students occupying Warwick University's administration centre and the telephone exchange on Friday night defied a court order to vacate the buildings.

At a packed meeting in the university's art centre on Tuesday, over 1,500 students voted overwhelmingly to continue the occupation and defy an appeal court ruling to vacate the buildings. The meeting also ruled that in the event of the police being brought in students would leave immediately and take possession of the art centre instead.

Last week the university's application to the high court for an order for possession of the occupied buildings was refused. Mr Justice May said the correct procedure for identifying those in occupation had not been adopted because only five students were named on the writ.

Then last Friday Lord Henning, Master of the Rolls, ruled in the appeal court that the law had been interpreted too narrowly, and granted the order.

Subsequently the order sheriff in the county visited the occupied premises and formally asked the students to leave. They refused and were warned that further steps would be taken to enforce the high court order. Speculation mounted as to when the police might arrive.

Mr Kospor de Graaf, president of the Warwick students' union, said that the union was now seriously concerned about the ruling's possible effect on students in

future occupations. "Throughout the occupation the university has taken no reasonable steps to determine who is actually in the buildings," Mr de Graaf added.

The occupation, which is in protest against rent increases in university accommodation, is now in its fourth week. Before the appeal court's decision was known, a student union general meeting voted to end the sit-in on the basis of four demands: no victimisation of students involved in the occupation; senate to meet in October 1974-75; negotiations to start in 1975-76; a UGM to be held the next day in consideration of these demands have been met.

"The university refused to call a meeting of senate in discussion of rent levels. The UGM had no alternative, therefore, but to vote the next day to stay in. Now we have got no option but to continue the occupation," Mr de Graaf said.

Cdr Robert Hornby, development officer of Warwick University and university spokesman on the occupation, said that the university was still prepared to discuss the 1975-76 rent levels. "But at this stage with 75 per cent of the year gone by the university cannot do retrospective finance."

"If we can get back into Senate House administrative building by next Monday then we will be able to schedule the programme of examinations for a week later," Cdr Hornby said. He warned, however, that delays in publication of results could be considerably longer if the deadlines of internal examiners or examining boards could not be met.

'London's federal nature threatened'

by Laura Kaufman

Fundamental constitutional changes were being proposed by London University in six new statutes, Mr Blom-Cooper, QC, told a committee of the Privy Council on Wednesday.

For three days the committee—Lord Morris of North-West, Lord Kilbrandon and Lord Simon—had heard Professor John Griffith, professor of law at the London School of Economics, and Mr Louis Blom-Cooper, QC, joint director of the legal research unit at Bedford College, present four petitions asking the Privy Council to disallow the new statutes, which stem from the Murray report into the governance of London University.

"These would make the vice-chancellor a full-time salaried academic and administrative head of the university elected for four years with the possibility of re-election for another four years. Instead of being elected annually and being simply the academic head of the university as at present."

The Murray Report recommended that the vice-chancellor should be the full-time academic and administrative head of the university, which aroused the opposition of six-sevenths of the university's teachers, Professor Griffith said.

The two petitions have maintained that the new statutes would be disallowed because they conflict with the University of London Act, 1926, which says the university may make statutes in accordance with the Hilton-Young report of that year,

with only minor modifications, and only with the consent of the schools, after facilitating and allowing any school or person affected to make representations.

They have maintained that the changes would result in a massive transfer of power from the colleges to a small committee of London University, thus destroying its federal nature.

They have argued throughout the three days that the university prevented discussion and representations against the proposed change in the role of the vice-chancellor, while the university, represented by Mr Hugh Francis, QC, denied this.

Mr Blom-Cooper said: "Under the proposed new statutes, the vice-chancellor becomes an administrator as well as an academic head. He ceases to teach, he ceases to be engaged in research, and if one takes into account the role of vice-chancellors at civic universities, he really ceases to be an academic and becomes an administrator responsible for organising finance and the making of academic policy."

Professor Griffith strongly objected to the Murray report's proposal to set up a joint committee of court and senate for planning and development (JCCP) consisting of 16 people and chaired by the vice-chancellor, which would have substantial powers of financial and academic coordination and direction.

Since then, the university has set up a joint committee of planning and development, but it maintained on Tuesday that this was merely a

coordinating and discussion body. Academic decisions were subjective, said Professor Griffith, and gave the power to determine academic priorities in a small committee must be wrong.

Mr Hugh Francis, QC, representing the University of London, said that no change in the composition of the powers or functions of the governing bodies of the university was being proposed.

The only constitutional change, were that the appointment of the vice-chancellor by the senate would in future require the concurrence of the court, and if the statutes were approved, in future the vice-chancellor would not be elected annually but at four year intervals with the possibility of being re-elected. He accepted that making the vice-chancellor both the administrator and academic head was a change.

The new statutes related exclusively to the appointment, powers and terms of office of two senior officers of the university—the vice-chancellor and the principal—and their relationship. "These two distinct offices are now and will remain subject to the overall control of the senate and the court. They have always been under the control of the governing bodies of the university."

The new statutes did not in any way alter the federal structure of the university as it was established by the London University Act 1926. They did not diminish in any way the power of any part of the university and did not involve any transfer of power from the constituent parts to the centre.

Their Lordships said they would report to the Queen in Council as soon as possible.

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University costs must be cut, Crowther-Hunt warns

by David Walker

Plans for further cuts at universities and formal machinery linking them with polytechnics have been outlined by the Government in a series of consultations with higher education and local authority leaders.

Continuing Lord Crowther-Hunt, Minister for Higher Education in the Department of Education and Science, will complete the lecture round of meetings when he addresses the conference of the Association of Teachers in Technical Institutions. He will tell them the new cooperation across the higher education sector, the higher education must be a "reciprocal process."

Lord Crowther-Hunt has told the universities that the staff-student ratio must fall, numbers of postgraduates and overseas students must be cut, and costs reduced by new teaching methods and increased efficiency in the use of buildings. At the Association of University Teachers conference last week, Lord Crowther-Hunt described areas where universities had to make savings. These included student accommodation, the balance between teaching and research, capital spending and numbers of hours taught.

He also warned that too many resources were going into the teaching of postgraduates.

Before suggesting the idea of polytechnic-university co-ordinating boards, Lord Crowther-Hunt last week discussed the matter with the Committee of Vice-Chancellors and Principals, the Council of Local Education Authorities and the University Grants Committee.

A representative of CLEA, Mr Peter Sloman, education officer of the Association of Metropolitan Authorities, said the idea of co-operation between the two sectors of higher education was something they had welcomed for some time. They were very glad that the universities, which traditionally had not welcomed joint exercises, had been brought into the discussions.

University teachers are puzzled as to how early in the planning process Lord Crowther-Hunt's speech had been made. Professor William Wallace, president of the UUA, said that while in the past the DES had not attempted to sit down with



parties about to be executed, he hoped that universities and Government could now go on to "serious discussions". However, the AUT would be reluctant to become embroiled in any formal machinery of consultation.

Sir Alex Smith, chairman of the Committee of Directors of Polytechnics which met Lord Crowther-Hunt on Monday, said he expected Government decisions on necessary savings in educational expenditure to be made soon.

Some university principals welcomed the public airing of the need for economies. Sir Arthur Amis, last week that it was a tribute to the university teachers that Lord Crowther-Hunt had broached these matters at their conference.

Randall urges freeze on rents

by David Hencke

A call for a national rent freeze was made by Mr John Randall, president of the National Union of Students, this week after the Government announced a 22 per cent increase in grants from September 1.

Students will receive £740 a year in the universities, £410 if they live in London or £370 if they live at home. The £740 grant was predicted in *The Times* on April 4 and is the minimum increase needed to keep pace with inflation. The NUS had asked for £845, an increase of £240 above the present rate of £605.

Parental contributions are to be considerably eased with a £600 increase in the minimum contributory level. This will be raised from £1,600 to £2,200 and there will be reductions in contributions for parents earning between £2,200 and £3,400.

The Government is also extending mandatory awards to all initial teacher training courses, Higher National Diploma and Diploma of Higher Education courses.

Discrimination against the sexes is to be reserved by abolishing the £475 grant for married women and replacing it with a full grant; by allowing married women to claim for their husband and dependents on the same basis as married men; by raising the age from 21 to 25 when parental contributions will cease for women students to bring it into line with men and by extending to widowers the allowances which already apply to widows.

The Government is to abolish the allowances for school expenses and allowances which affect parents who have children at a direct grant and public schools while their eldest child is at university. There will be allowances on a new three-tier system for children in the family while older children are at university.

Other increases cover an extra £20 for disabled students (now £120); an extra £1.75 per week (now £10) for students on a discretionary education hardship allowance and increases for students on weekly grants during vacations while they are studying.

Students will, however, have to accept the first £22 of travel expenses in their grant instead of £18 at present.

Mr John Randall, president of the NUS, said: "This is a disappointing settlement especially if students are not taking degree courses."

Mr Randall said that the present increase was just enough to cover the inflation on transport, clothing and books. There would need to be a rent freeze for the next year in all colleges, universities and polytechnics.

This major innovation in government practice—creating what is virtually a social services inner cabinet—was agreed at an unprecedented meeting of the ministers concerned with social spending last week. Mr Wilson was in the chair.

The departments involved, in addition to the Treasury, are: Education and Science, Health and Social Security, Environment, Employment and the Home Office.

Before the meeting was a Cabinet paper setting out the Joint Approach to Social Policy (JASP). In approving it, Mr Prentice and the other ministers have committed themselves to adjust their individual departmental priorities and policies and their administrative practices in the light of joint decisions. They will switch resources between their

Nursery protest at LSE

The director's office at the London School of Economics was occupied last week in protest against inadequate nursery facilities.

The occupation lasted from Thursday morning to Friday afternoon when the school's general purposes committee met to discuss the students' demands. Although only about 20 students were in the office at any one time, about 100 turned up at a meeting in support of the occupation.

They are asking for two large rooms (currently used as lecture rooms) which would cover the present demand for nursery facilities for about 30 children of bosh staff and students.

And they are protesting about the possibility of a parish hall basement being converted by the school for use as a nursery.

A spokesman said the school was in favour of a nursery, but a decision had been delayed until the size of next year's grant was known.

Tory warning on Land Bill

Mr Prentice, Secretary of State for Education, is on his way to inaugurating a new "talk up" in British higher education, according to a leading Conservative spokesman in education.

In a speech last week, Mr Keith Joseph, MP, said Mr Prentice was swinging his axe at acadism against the universities. He doubted whether, for example, he realised the consequences for the universities of the Community Land Bill which would prevent universities making use of their freehold land for development.

University costs could be increased by the operation of the Community Land Bill according to the Committee of Vice-Chancellors and Principals who have written to Mr Anthony Crosland, secretary of State for the Environment, asking for changes in the operation of the bill.

'Clear Iranians' campaign launched

by Sue Reid

A country-wide campaign has been launched to clear 21 Iranian students arrested outside the Iranian Embassy in London on April 29 as they staged a protest about the death of nine political prisoners in Iran.

Meetings, organized by the World Iranian Students' Confederation, are being held in universities and colleges throughout Britain. They have won wide support, a London-based member of the confederation claimed this week after a successful meeting at Bradford University.

The women, who refused to reveal their names, said the confederation had set up a special defence committee with the aim of getting the charges against the 21 dropped. The committee hopes to provide a water-tight defence for the students, who were released on bail last week and will appear in court again on May 29.

Support has come from the National Union of Students which has protested to the Home Secretary about the charges after win.

The NUS claims, was a peaceful sit-in at the Embassy.

The Lancaster University students' union has passed a motion condemning the Department of Public Prosecutions for using "the notorious conspiracy laws to try these students for their own-violent protest."

The union supports the Iranian students "in their fight against political terrorism" and have sent their views to the Home Secretary and the Iranian Embassy.

The anonymous member of the Iranian students' confederation claimed that Iranian students in Britain were frightened to live at normal university or college life because of the possible reprisals from SAVAK, the Iranian secret police, which, she said, had agents in Britain.

She called on the British government to stop secret police activities among the students and pinpointed those at Bradford who, she alleged, were frightened to say what they thought among their friends.

Iranian students were reluctant to attend any meetings in case their movements were noted, she said.

And students who were politically active to any way were loath to return to Iran. There, she said, they might disappear altogether or have their passports taken away.

The same fears were expressed by another Iranian, a full-time student at Bradford University. He alleged SAVAK agents were active in Bradford where they were able to move about freely with student identity cards although often never completing their studies.

As well as full-time and part-time students there were also unpaid agents operating in Bradford, he believed. These included Iranians trying to prove loyalty to their country and government and they would visit their families in Iran freely.

He warned that Britain might be banned as an educational base for Iranians. This, he claimed, had already happened in West Germany and Italy where students had successfully stopped repression. Now Iranian students leaving their country to study in Europe had to sign a document promising not to attend university or college in either of these countries.

Manpower planning to be increased

from page 1

my idea of getting the most value out of the expensive educational provision we are making."

Lord Crowther-Hunt's remarks were interpreted by some observers as a modification or an extension of the Robbins principle that centres of higher education should be available for all students qualified by ability and attainment to pursue them and who wish to do so, which had been interpreted as meaning student demand wherever it arose.

Lord Robbins said this week that he had not seen a detailed account of Lord Crowther-Hunt's speech. He thought, however, that it would be difficult to match students to manpower needs.

A vast amount of research into manpower planning, here and in countries such as Russia had produced negative results. It had shown that a system that produced graduates more than foreign students in narrow specialisms, he said.

Swann heads study group

Sir Michael Swann, chairman of the BBC and former vice-chancellor of Edinburgh University, is to chair a working group on British universities and overseas development set up by the Inter-University Council for Higher Education Overseas.

NEXT WEEK

What's wrong with higher education by Ronald Fletcher

AUT conference and Lord Crowther-Hunt's speech: Special section on philosophy books including reviews by Maurice Cranston and Steven Linkes

Colleges and the CNA by William Gutteridge

Privy Council rejects Murray's key London changes

John Griffith, professor of law at London University, and Mr Louis Blom-Cooper, QC, joint director of the Legal Research Unit, Bedford College, have with their case to have the Privy Council disallow new statutes proposed by the university.

It has rejected four key statutes and allowed two.

The key statutes would have made the vice-chancellor the full-time salaried and administrative head of the university, with a possible term of office of eight years. At present he is the academic head of the university and receives only the professional salary.

The statutes would also have deposed the principal to the position of senior administrative officer and made him responsible to the vice-chancellor.

Professor Griffith and Mr Blom-Cooper, arguing their case before a judicial committee of the Privy Council a fortnight ago, said that the proposed statutes were beyond the powers of the university under the University of London Act, 1926.

Wilson's secret moves to juggle spending

A new way of deciding social policies and spending has been agreed in secret between the Prime Minister and some of his ministers. It could mean that money will be transferred to and from education by executive decision alone.

This major innovation in government practice—creating what is virtually a social services inner cabinet—was agreed at an unprecedented meeting of the ministers concerned with social spending last week. Mr Wilson was in the chair.

The departments involved, in addition to the Treasury, are: Education and Science, Health and Social Security, Environment, Employment and the Home Office.

Before the meeting was a Cabinet paper setting out the Joint Approach to Social Policy (JASP). In approving it, Mr Prentice and the other ministers have committed themselves to adjust their individual departmental priorities and policies and their administrative practices in the light of joint decisions. They will switch resources between their

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An angry, six-hour debate on the future of the Association of University Teachers Council at Manchester University last week. Among the decisions of the 250 delegates were:

- A call to the 26,000 members, with effect from last Friday, to refuse to release examination results until a salary award has been made by arbitration (which may be within a month).
- Agreement to go to arbitration.
- Agreement on a list of 20 sanctions if further action is urged by the AUT executive.

Sanctions plan to back claim

The 20 sanctions which will be used by the AUT, if necessary, to pursue its salary claim are:

- Absences from work.
- Mass lobbying of Parliament.
- Seeking withdrawal of members from Government bodies in which they serve voluntarily.
- Seeking withdrawal of members from paid work for Government.
- Refusal to release examination results.
- Refusal to examine for T and A level and other school examinations.
- Refusal to undertake teaching or preparation for teaching outside term-time.
- Withholding of reports to local education authorities.
- Withholding statistics from the University Grants Committee.
- Changing fees for references requested by Government departments.
- Submitting undated resignations from important research contracts.
- Seeking withdrawal from all government-sponsored research.
- Making mass applications for Civil Service appointments.
- Seeking the support of the Committee of Vice-Chancellors for withdrawal from all government bodies.
- Reduction in the number of hours worked, especially unsocial hours.
- Withdrawal from, and refusal to enter into, external examining contracts.

Unprecedentedly, Lord Crowther-Hunt, Minister for higher education, was subjected to frequent heckling during many parts of his speech. Several delegates shouted "Rubbish" when he said that it was not true that the Government was biased against universities.

The council also considered statements of policy on continuing education, the TUC, academic freedom, student disruption, devolution, postgraduate education, and temporary appointments (some of which will be reported in later issues of *The Times*).

Salaries argument ends in jeers

Nearly six hours of argument on academic salaries came to a climax on Friday as a barrage of jeers and catcalls greeted the arrival of Lord Crowther-Hunt, Minister for higher education, to address the council.

Lord Crowther-Hunt, a former Oxford University teacher, faced the snide vituperation that in the morning's session had been hoped for by Mr Prentice, Secretary of State for Education, as the man responsible for delaying settlement of the university teachers' salary claim.

However, council members endorsed the Government's offer of arbitration on their pay claim, with the proviso that any salary agreement be followed by a cost of living payment for the year 1974-75. Moves to backdate their claim to October, 1974, were defeated.

Until the settlement is made, members of the AUT are being asked to withhold examination results. A motion to this effect put by University and Bedford Colleges, London, was passed by 134 votes to 76.

Despite their disagreement on tactics after arbitration had been conceded, council members united behind the AUT executive in denouncing the Government's discrimination. A motion was passed which said university teachers were virtually the only group of public employees who had been forced to drop their living standards despite the social contract.

The salaries debate was heated and interspersed with accusations that the AUT's leadership had been out-manoeuvred and "conned" by



Mr Ted Hughes, Mr Laurie Sepper, Professor William Wallace, Dr R. J. Thomas (president-elect), and T. G. Haisall on the platform at the council meeting.

Salaries argument ends in jeers

Mr Prentice emerged from the debate as the devil incarnate. Some university lecturers were entitled to family income support and rent rebates. Others were having to borrow money in key solvent.

Answering questions from council members, Lord Crowther-Hunt defended the Houghton settlement which, the university teachers claimed, had given polytechnic a differential. He said that without the Houghton award the universities would have been much worse off than they will be after the arbitration is agreed.

Miss Liz Ann Bowden, of University College London, asked whether the Government planned to reduce the amount of research done in the universities. Lord Crowther-Hunt said the numbers of postgraduate students in the universities were now a good deal higher than was envisaged in the 1972 White Paper, and the Government considered this an area which needed urgent attention.

Dr Trevor Marshall, a member of the AUT executive from Manchester University, said the University Authorities Panel had acted as a "deadweight" in the salary negotiations. There was urgent need to simplify the system of salary machinery. He suggested that university teachers could have confused the AUT and delayed proceedings.

The executive decided to reaffirm its policy of working towards a single national salary structure for senior lecturers staff to give them career prospects identical with the academic staff.



Mr Merton Atkins (Lancaster), Professor Frithurst (Nottingham) and Mr Ted Hughes, executive member responsible for salaries, make points during the council meeting.

'Polytechnics should have parity but retain differences'

The polytechnics should have parity with the universities but should remain separate institutions with different standards, Professor William Wallace, president of the AUT, said during the conference.

Explosive remarks made in his opening address to conference, Professor Wallace said he was not criticizing the polytechnics in reminding the Government that differences of standards between the two existed.

Polytechnics and universities had good relations, he said. He welcomed Lord Crowther-Hunt's suggestion for linking them together in

of a national body along the lines of an expanded University Grants Committee to bring them together.

The main focus of Professor Wallace's opening speech on Thursday was the need to shift government policy away from its overvaluation of the polytechnics to a proper appraisal of the universities.

The new policy would rest on a number of unshakable principles. University teachers had to be properly paid through salary negotiation, which had prevented unnecessary delay. Their research and teaching had to be fully supported, although economies could be made

Ballot may bring AUT into TUC membership

The AUT could be affiliated to the Trades Union Congress within a year after voting on Saturday to hold a members' ballot on the question.

Sir Edward Britton, former general secretary of the National Union of Teachers and of the Association of Teachers in Technical Institutions, has told members of council that the AUT could affiliate without betraying their particular responsibilities towards students.

Sir Edward, shortly to take up an academic appointment at Sheffield University, had been invited to talk to the council about the benefits of affiliation. He said it involved no special political commitment since none of the affiliation fee went to the Labour Party. The autonomy of the unions and associations in the TUC was not touched.

He said: "Without the help of the trade union research unit within the TUC the teachers could not have carried through the Houghton proceedings successfully. Hard work in publicity, representations to the Pay Board and research unit findings all showed that over a longish period the teaching profession had lost out."

"Through the TUC we can get nearer to breaking down the excessive fractionalization of the teaching profession. For instance, the relations of the NUT with the National Association of Schoolmasters improved as a result of TUC affiliation."

Don's diary

Definite article

It seems that one, or at least I, can't ever win. I'm on the first leave of absence in 20 years, a chance to get Dummett's *Frege*, for example, really read (it's a comfort to learn that one still has a great deal to learn and is even able to learn, instead of just churning out one's own stuff), to get away from interminable committees, with the inevitably concomitant idea that one has some importance in the scheme of things, to relax, meditate, think, write a couple of papers for one's own pleasure, and warm it all with the secure conviction that one is deploying hard-won teaching skills to help the philosophically underdeveloped Turks.

Field of fire

Most disturbing lunchtime, after hard mulling on the nature of numbers with the graduate seminar. Induced by the rumour that tomorrow—May Day—the universities will be closed. Immediately dismisses the thought that some epidemic has mysteriously passed from Lancaster to Istanbul and Ankara. It's more serious than that, if only because bullets fly and wounding and slaughter of the innocents takes place.

Last Monday widespread right-left fights produced the usual exchange of fire in the course of which a two-year-old child was killed, as well as some students injured. It seems to be accepted as a fact of life here that politically interested students carry guns and will shoot when the campus police sally forth to break up the constantly recurring fights between left and right wing. Even the genuine proletariat, in the form of janitors and tea boys, join in.

On nothing else this, I suppress the conviction that at least Turkish students have something to complain about. Suspect that the whole thing is adolescent high spirits, stirred up by CIA/Moscow money.

Anyway, in true middle-class spirit, I have ascertained that even if the meeting between the university and the society does result in the government's dues result in the closure of the six month closure of 1973, the visiting foreign experts will continue to be paid. I declare to colleagues that should this happen, I shall advertise continuance of my courses in my flat, opposite the Russian embassy. It's, of course, with little comfort, that said son was, last Christmas,

Ons puzzle has been solved: the Hacettepe buildings lack means of escape from the outside, but inside they are a standing monument to the violation of UGC norms. Great marble concourses for people to move about, while staff accommodation is tucked away, two and three to a room. Solution of architectural problem is to be found in the mighty works of the Baron Haussmann: make everything broad enough to produce a good field of fire for the troops and make sure that the moving stones are firmly anchored. The whole place has been designed to make sit-in impossible, as there are next to no corridors which might be successfully barricaded.



Something to celebrate—Barry Woolf of Lancashire.

State of play

Conscientious fellow members of AUT play me with broadsheets giving that state of play to the salary claim. I'd rather have news of how Lancashire are facing up to the new cricket season, now hear about a "day of protest" (these things what philosophers call "Scare quotes") which will no

danter bring the country to its knees. Some of my more militant colleagues will perhaps do any research on that day and Mr Prentice will casually refuse the one and a half column inches in the *Telegraph*.

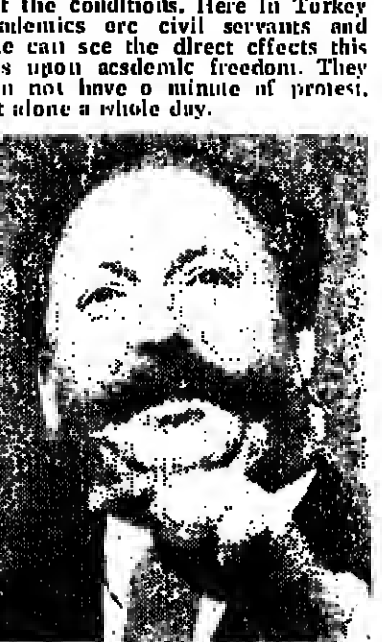
Apparently we are stuck on the arbitrariness of the twelve month clause in the social contract. The point about the social contract in Hobbes, Locke, and Co. was that all citizens were parties to it; the AUT is not even affiliated to the TUC. To be held bound in the terms of a contract to which one was never a party and to which one's elected representatives were not parties, is just another way of describing extra-legal tyranny. The pink toe-nails on the clay feet of amity AUT are beginning to look lumpy.

It has always been my conviction that ultimately the ability of AUT to secure money reversals for its members—rests upon the authority it commands in the field of educational policy and development. This authority has been severely eroded in recent years by what seems a careless approach to such matters.

The best case for paying academics with reasonable generosity and without fuss is precisely to avoid a situation in which they are distracted from their proper and delicate concerns. This Government's stupidity in driving us from our books and to the tubes into the streets will do the AUT a power of good, but I can not see time, in the long run, it will do the universities much good. It is also absurd that when the whole system is under attack from politicians, the VC's tend to leave the AUT to make the public case. Some of them are not even members.

Day of protest

The AUT does extremely well on some things, largely through the dedication of a handful of people ready to make sacrifices which most would not. Despite professional union leadership, we now seem to find ourselves in the ore of a day treated with more contempt than Tom Jackson's past office workers. Our sacred Civil Service comparisons went out of the political window long ago. We should have entered into the spirit of the thing and given evidence to Houghton that we were living in the ore. Anyway, when is so wonderful about being comparable to a civil servant, remuneration apart? We



Mr Tom Jackson, secretary of the postal workers' union.

Road to Tarsus

Having read through Rhin Lane Fox's magnificent biography of Alexander the Great, we last weekend followed his route to the battle of Issus across the Anatolian plateau, through the Sittian Gates to the Taurus mountains and out to the seaborne plain on which Tarsus stands. I could not help reflecting on only how much the enjoyment of the journey was enhanced by the scholarly and imaginative use of detail in Fox's book, but also how impossible such a book would be without the long western scholarly tradition to which both the author and the book belong, and which is so clearly absent in modern Turkey. While British universities can continue to sustain a context linking possible works at this quality, things can not be all that bad.

David Bell

The author is senior lecturer in logic, Glasgow University. He is present visiting professor of philosophy, Hacettepe University, Turkey.

How to enjoy CNA validation



ERIC E. ROBINSON

The Council for National Academic Awards is a splendid institution. Long may it survive and grow. Let no minister yield to demands from the polytechnics for colleges to be taken from their alleged tyranny. Those who are keenest to get away from its embrace are those most in need of its care.

I declare an interest. Indeed two interests. I am a member of one of its committees and frequently participate as a college visitor helping to make judgments and impose conditions on my fellows. I also have much experience as a victim of its attentions, sometimes disgruntled and even momentarily outraged by its conduct and decisions. My Bradford colleagues and I have until invested in the outcome of a visit from the council next month. We may feel we may ever be lured back, but we will be the better for the experience, whatever the outcome.

Such misanthropy does not equate to an abnormal resentment of authority. It is one of my personal weaknesses but a CNA

feel almost normal. I respect its decisions, even when I think it is wrong. I enjoy CNA validation, either side of the table, and sometimes wonder if it could become an addiction. When I hear colleagues yearning to be free from its rigours I wonder if they have lost the taste for life. I am sure they have obtained any commitment to curriculum development.

The greatest error of judgment in higher education during the last decade has been that of some university teachers, namely some of the leading directors of institutes of education, who have totally failed to comprehend the stimulus afforded to colleges by the CNA. One director only last year confidently assured me that his colleges of education would stay with him, but they are slowly drifting away. He does not understand why because he has not taken the trouble to discover what the CNA opportunity means, to personal terms, to the teachers of the colleges. Several weeks ago a college of education teacher in these columns asked me why her university would not permit her the opportunity in curriculum development that is available elsewhere. The simple answer is that they do not understand, and they cannot believe that they do not understand. How absurd it is that professors of a great university could possibly learn anything from the technical colleges!

This is not just another bout of university bashing. Some of our best friends are university teachers. The success of the CNA, and its work in the colleges would have been impossible without the enthusiasm and work of many university professors and lecturers on its behalf. My respect is greatest for those who, initially and instinctively sceptical or even hostile, recognized its significance and then became its friends. I mention one name, David Dore, and I had a very close relationship. Initially he was totally sceptical of our

time degrees for teachers. She was totally committed to the value of the university connection for colleges of education yet she made a vital contribution to the development of the CNA work in the colleges. Such dissent, in the finest sense of that word, is in the highest academic tradition and the British universities are right to be proud and jealous of it.

Of course the council has faults and there are dangers in the development of a national monolithic authority over a large part of our system. Its growth has been taken more seriously in high places we might, by now, be giving more mature consideration to the stimulus afforded to colleges without discarding the benefits of its work. From the start it has been inadequately funded, staffed and accommodated. The DES, with the skills and the subtleties of snobbery in which English public schoolboys are world champions, has consistently "put it down".

One of the council's worst faults is its susceptibility to the pressures of some of the professions, notably the architects and the pharmacists. The Government must soon face a new test of its commitment to its higher education policy. Has it the courage to establish the next medical school in a polytechnic? It will do so worth the effort and trouble unless the CNA's efforts to resolve against professional vested interest.

An unsolved problem within the council and its committees is that posed by the inevitable drift towards greater participation and control by the teachers in polytechnics and recognized colleges. In democratic principle this is laudable but it almost certainly brings with it a strong conservative tendency. It is a widespread misconception that generally the conservative influences within the council come most strongly from its university members. To my experience the very reverse is the case. University members who are prepared to give

are generally radical in spirit and in mind. Conservatism and restriction most commonly come from some of the representatives of the professions and of the established colleges and polytechnics.

One reason for this is that these members are nominated by ruling councils and academic boards. A system of incorporating more rank and file members of professions and college staffs would have less depressive effects. Junior members fairly recently graduated could make particularly valuable contributions. And it is curious anomalies that the council continues rigidly to exclude student representatives from its own proceedings when it has given such encouragement to colleges to involve students in theirs.

The essential radicalism of the CNA is in its methods of curriculum development and validation. It effectively imposes a curriculum method on the colleges; this should be frankly stated and subjected to continuous review. I firmly believe its methods right for our time, but it is not healthy that it should remain implicit and uncriticized. One of its principles is the subordination of subject and other sectional interests to the curriculum as an organic unity, not merely in ideal concept but in operational and hence organizational and political reality. It directly challenges, although with mixed success, the cherished tradition of departmental autonomy such as that which has lighted so many attempts at interdisciplinary work such as the disintegrating social science degree at York.

Another important principle is the insistence on curriculum construction on a tabula rasa and the refusal to accept the justification of curriculum on the basis of established practice. This was best explained by Paul Hirst at a CNA conference for colleges of education held last year. Significantly he made the point that it is not necessary to assert that the CNA method is better than the university method

very different and worth having. Since the James Report and the White Paper a number of universities have claimed to offer to roll-lega the same opportunities as wrong. I enjoy CNA validation, cannot do this because in some respects it would be to deny or betray some of their own basic principles. Universities that wish to validate college courses need to recognize that in some respects they offer less attractive opportunities to the colleges; in others they can offer better; they cannot offer exactly the same.

The key to the CNA method of validation is disrespect for persons, hierarchies and established structures, even to the point of irresponsibility, encouraged by the fact that members of the visiting party can disappear into the night and need not live with the consequences of their actions. Next month I will be severely challenged, not in private but in front of my senior and junior colleagues, staff and students, about my manner and academic competence. It is unprofessional and uncomfortable but it concentrates the mind wonderfully and is an excellent stimulant to a college democracy.

The polytechnics in greatest difficulty with the council are, and always have been, those most resistant to the ideal and practice of an open community.

When I suggest that validation procedures similar to those of the council would be of great benefit to the universities I am not joking. They ought to set up a similar body for themselves and I would be happy to help. I can imagine nothing more healthy for some professors I know than that they should be seriously challenged on their competence as academics, teachers and managers in front of their peers and their juniors. The more important than the more they and their students would benefit. And some of my best friends are professors.

A recently published OECD report on scientific research asks...

Are universities too independent?

The science policy directorate of the Organization for Economic Co-operation and Development has recently completed a four-year study of the organization of scientific research in a number of major industrial countries.

We print below extracts from the conclusions of the study, published last month, on the finance and conduct of scientific research in universities.

Both government and academic administrative authorities sought to safeguard the principle of the unity of teaching and research in the mass university in this period since the end of the 1960s. This is to say that they endeavoured to pursue the profoundly individualist and elitist tradition of Humboldt. However, in point of fact, it does not seem to have been possible to maintain this balance between the two functions of research and teaching anywhere, except perhaps in the British universities and in the European technical universities, which are highly selective.

In Europe, the teaching function has generally been predominant for several reasons. There has always been a natural tension in the European university between the individual and the university institution with which he has to integrate his research activity. This tension between the individual researcher and the university institution assumed its full significance not only with the influx of students, but also, and above all, with the accelerated scientific advance made possible by the development of university research.

Teachers were recruited and advanced in their career on the basis of scientific work assessed and recognized by the scientific community. But university structures have been modelled on a didactic form of science, following a well-established classification of science, closely defined and structured by discipline. It was finally in a context defined by the state of science in the first part of the twentieth century that teaching and research developed. This context may have distorted the evolution of university research and prejudiced its vitality just as it has prejudiced teaching.

The second element of tension between the functions of teaching and research has always been to do with structures: it is purely quantitative and has been provoked by the influx of students. The university has arrogated itself education to such an extent that, particularly in Europe, the students who have rushed through the wide-open doors of the universities have

almost sunk the institution. In many cases it has not been possible to increase the teaching staff in proportion to the increase in students. Moreover, these increases have not been enough to safeguard the share of research in which every teacher felt himself entitled by the mere fact of being an academic.

In the end, it appears as if, on the completion of the growth of the 1960s, the Humboldt school of thought may have done more harm than good to the universities. Manifestly, the principle of the unity of teaching with research was valid only on a highly individualistic and elitist concept. However, by the end of the 1960s it was apparent that emigrating outside the mass universities or to protect itself from them; it found refuge in peripheral institutions, more and more sought after in Germany and more sought after in industrial laboratories, in the technical universities, and in quite isolated structures such as the research-intensive UBR (University Teaching and Research Unit) in France.

The additional financing of the research councils, however large, has not been the rule or the effect of challenging the individual concept of research or the disciplinary divisions of science. On the contrary, the conception has prevailed that advanced research is disciplinary in character. The research councils must, therefore, confine themselves to furnishing the higher and higher equipment needed for scientific breakthroughs. It is hard to say whether this conviction responded to a scientific reality or whether it was the necessary pretext for preserving the method of project selection by peers, just as firmly entrenched as the Humboldt school of thought.

It is remarkable that, in all the countries examined, the scientific community has had a dominant influence on the research system. Thus the advantage of diversity, special to the United States, has been reduced somewhat by universities—big and small, old and new—which have sought to pattern themselves after, and equal the supremacy of, those score of leading academic research institutions.

Thus, the search for a source both of wealth and prestige, which have tried to acquire national standing (and to attract students from outside their home State), and have felt obliged to accept the common denominator of research, that is to say, the award of PhDs, and to recruit to their staffs, so as to win research contracts. But the existence of a single scale of values seems to have possibly also limited the scope of competition. Similarly, the multiplicity of sources of finance, so important in

equality of opportunity and to the expression of original ideas, has not seemed to have encouraged an equal diversification of research. Just as in Europe, priority has been accorded to physics and chemistry, to engineering and clinical medicine—to the detriment of new sciences such as the social sciences or preventive medicine. In the United States, as in Europe, the resources allocated to the research councils were administered by a few hundred recognized and "successful" scientists, usually physicists. In short, by what is commonly called the Establishment.

This explains, perhaps, why the scientific community found itself caught so short when, at the end of the 1960s, new priority concerns were imposed on it, such as protection of the environment, the fight against pollution, or the utilization of the social sciences. The attraction of these new questions for students, shown by the congestion of faculties or curricula in which they had any kind of place, was interpreted by research councils and the scientific community, not as a sort of premonition on the part of young people as to the future requirements of society, but rather as an easy and even amateurish choice, lavable in a mass university now open to all, including the most mediocre as well as the most gifted.

The reorientation of university research structures now going on is due to the increase in the number of students as much as to the social pressures which the scientific community is accused by the public of having disregarded or neglected. The notion of relevance has been matched with the requirement of quality and deepening of knowledge. The result is that the conceptual schemes and the organizational structures are out of tune and no longer constitute a self-contained world, free from social responsibilities and active social functions, a world of smooth running machinery and well-established laws.

University research may find a new balance along two lines: first, by extending the spectrum of its needs to satisfy more concrete knowledge and to attain more collective goals and, secondly, by favouring the generation of a true university policy which would commit the universities as institutions.

Some research councils seem to have reconsidered their form of intervention. They have tried, by laying down priorities and research guidelines to submit to them. As early as the 1950s, procedures were devised to boost neglected sectors of scientific research. One can

point to, for example, the priority programmes of the German Research Association, the concerted actions of the French General Delegation for Scientific and Technological Research, and the selective procedures of the Science Research Council in the United Kingdom. But all these formulae, designed to favour disciplinary research and to be integrated in well-established university structures, have been narrowly individualized and controlled by the scientific community.

In future, the research councils may be inclined to use such procedures to finance research with directed and concrete ends and then simply toward the advancement of science. In parallel too, they may favour more interdisciplinary team research.

It is perhaps self-evident that university authorities will be unable to remain indifferent to the progressive remodeling of research councils. By renovating their forms of action, these councils naturally tend to increase their counterweight vis-à-vis the university central authorities. The new collective formulae of research financing established by these councils are at the same time much more "institutional" and less individual. The implications for university planning and policy are manifold.

For example, the university must now intervene well before a new laboratory is financed, especially when it knows that it will have to take over from the research council in a few years' time. It must also harmonize its research and teaching policies when it comes to creating new, or increasing financial resources for which are becoming more and more limited.

Today, universities are coming to understand that as institutions, they can no longer abstain from making fundamental choices. Such an explicit policy will naturally restrain the power of individual initiative by channeling it, but its role will be to integrate the university institution with the other elements of the research system which can no longer be ignored.

Universities in both the United States and in Europe have for too long worked as though they had an independent status, regardless of the research institutions with comparable concerns which were developing in other sectors. Thus, the status and evolution of university research are no longer conceivable except in an integrated whole of which it is merely one part among others, with no privileged status.

The Research System—Vol III
OECD, Paris, 1975. Available from
ILMSO, price £3.00.

Male apathy on abortion challenged

Abortion sounds an immediate note in Cambridge while the city's rape and sexual assault cases are still mounting. But the issue has been a prominent one on the student scene ever since James White's Pro-voto Members' Bill was introduced to amend the 1967 Abortion Act.

Cambridge women are very conscious of their identity as women. This may well be because they are outnumbered so heavily and it is interesting that many of the more radical members of the "stop discrimination against women" campaign are at the mixed colleges.

Many pay lip-service to women's liberation but little more and so the issue is clearer than in the issue of abortion. Premarital sex is accepted widely amongst students but abortion is not. The end result is that the women's group is campaigning vigorously to point out the contradictions of this in a world where contraception is not as widespread as it once was.

A House of Commons Select Committee is now considering James White's amendment and the Cambridge students concerned are as much as possible. Most college Junior Common Rooms are passing motions condemning the amendment and giving money to campaign against it.

At the women's and mixed colleges this is comparatively straightforward. At the men's colleges, the more radical feel they will be laughed at by their JCRs and demand that the persuasive second sex come and argue the case.

Usually there is a firm nucleus of opinion in each college who share the work of going round to collect petition signatures. The majority of women agree to sign. The majority of men regard this as irrelevant and do not see the connection between the law and the slightly boasting of their sexual prowess in the bar.

Student scene

There is also a great reluctance on the part of the Cambridge students to go through all the arguments on both sides meticulously. Commanded as this may be, it can be infuriating in the women's perspective, as it usually means the student can not spend the time even to consider the issue.

The dedication of these women comes partly from their confidence in the Society for the Protection of the Unborn Child (SPUC) whose Cambridge branch was founded last term. This is almost exclusively male and Catholic and although allegations about it being the National Front are unfounded, it has certainly no pretensions of what being a woman lobbyist.

SPUC is not trying to patronize anyone but it is organizing a series of meetings to persuade students that more radical reform is needed. James White's amendment is needed.

But the result was the same as the experience of people collecting petition signatures—women students were desperately about the amendment; men are prepared to accept it because they will never be personally affected.

Thus the campaign against the amendment to the 1967 Abortion Act is driving the women to greater militancy. Everyone knows they are discriminated against, numerically and socially. Only after persistent demonstrations and street theatre by the Nursery Action Group is the university considering the relatively neutral idea of providing adequate nursery and crèche facilities.

But women are also being denied their right to choose whether to have a child in a society where premarital sex and careers for women are normally accepted. No wonder the House of Commons Select Committee is going to hear so much from the women of Cambridge and their supporters.

AUT council: Lord Crowther-Hunt hints at university economies

How to avoid intolerable cuts

The Government fully recognizes the distinguished contribution the universities are making to our national life and our international reputation. Indeed, how could it be otherwise when British scholars in our universities have led and are leading the international field in so many areas of scholarship—when our universities have produced, for example, at least a dozen Nobel Prize-winners in recent years; and here we must not forget the practical outcome of so much university work—patentable and broad spectrum antibiotics, for example.

The Government recognizes these achievements—and we intend to ensure that our universities will continue to have the conditions in which distinguished teachers and researchers can continue to maintain our national and international reputations.

Let me assure you that we recognize as a Government the inalienable right within our universities to pursue knowledge and learning where education may lead—and however inconvenient it may be to government or government.

The intellectual freedom of our universities is the sine qua non of a free society. In this sense there must always be an ivory tower concept within our university system.

At the same time, I am delighted to note that naturally the universities have fully recognized their responsibilities to the society in which they operate and that an important part of their job is to serve the needs of that society.

They have recognized this need to the point at which the majority of your courses can be said to serve important vocational purposes of one kind or another—though maintaining the intellectual rigour and depth which is the essential characteristic of university level work.

In achieving and maintaining these aims and objectives, it will be evident that we all have even more difficult problems to deal with in the future than in the past. This is where I come to the crucial question of priorities in higher and further education. My starting point here is the Chancellor of the Exchequer's budget statement announcing cuts of £1,000m in planned public expenditure for 1976-77.

We need to be clear about those "cuts". They take about £85m of the proposed spend on education, libraries, science and the arts in 1976-77. So it means a saving of some £3,750m. This originally proposed spend of £4,750m in 1976-77 amounted to an expansion in real terms of about 2.7 per cent—and I stress real terms.

So the cut of £85m, therefore, still means that in 1976-77 we propose to spend 1 per cent more on education in real terms than we are spending this year. So it means a reduction in the rate of expansion and not a cut back in any absolute sense.

But given our expansionist plans for the number of people coming into higher and further education in the next few years and the shape of the demographic projections, it means that the expansion will have to take place with fewer resources than any of us would ideally like. In these circumstances it is particularly important, therefore, that we set our priorities right between the different sectors of further and higher education—between our plans for the further education of the 16-19-year-old groups who have left school and our plans for those who are going on to the universities and the polytechnics.

To help us get our priorities right, I have invited the university world on the one hand, and the local education authorities on the other, to participate in this evening review of further and higher education priorities which I have put to hand within the Department of Education and Science. I am glad to say that they have accepted this invitation.

To reach the right decisions about our priorities in the field of further and higher education we shall need to consider the most economical ways of providing for the projected growth in student numbers both in the advanced and non-advanced sectors of further and higher education—the balance between those sectors. Indeed, we shall have to consider whether our targets here



can actually be met without creating conditions unacceptable to all concerned. In all this there are a number of possible variants. Let me just mention some of them.

First, we are satisfied that we have got the right balance between, on the one hand, advanced level work in our universities and polytechnics and, on the other, non-advanced level work in our further education colleges.

Then—as far as the advanced sector of higher education is concerned—I come to the crucial question of providing enough higher education places for all students qualified and willing to take them up. Now, on present planning—we estimate that, as is well known, that that will mean about 640,000 places in higher education by 1981. We were also envisaging that the projected expansion of 8.4:1 in the number of places would be split very roughly half and half between the universities and the polytechnics.

But is that likely to be the most economical way of providing for this expansion? Given the spare capacity and the possibility of a more efficient use of space in some of our universities, should they perhaps take a greater proportion of the projected expansion? Or, from all points of view, will it be cheaper and more efficient to concentrate the bulk of this expansion in the polytechnics?

There are, perhaps, even more fundamental questions we have to focus on. Just suppose that further economies in educational expenditure mean that looking to 1981 it is no longer realistic to think of providing 640,000 places at current standards? There are a whole series of issues that have to be faced, all linked with how far we are prepared to modify present standards in the interests of expansion.

For example, if we now had a student/teacher ratio of 9:1 in the universities, instead of 12:1, we should be saving some £12m-£13m on staffing costs. If the ratio was 10:1 (as suggested in the 1972 White Paper for higher education generally by 1981) the saving would be about £30m. If it was 11:1 the saving would be about £45m—and if we had savings of this kind on recurrent expenditure there would be scope for some increases in capital expenditure.

We can then put this question to other very round and ask whether there is any scope for savings on capital expenditure which might be transferred to recurrent purposes. What I have in mind is the possibility of using existing accommodation more effectively in order to reduce the need for new places. It is not necessary to go as far as a four-

term year, a six-term year or anything as revolutionary as that to achieve very useful savings.

There are now roughly 460,000 full-time students in universities and polytechnics and colleges in England and Wales. If it were possible, for example, tighter time-tables to increase the effective use of the accommodation by 1 per cent we could save some 4,500 places at a capital cost of £12,500,000 or more. If over a period of years the figure was 2 per cent we could save 9,000 places. If it was 5 per cent we could save 22,500 costing over £60m. This would be really big money and could make a big impact elsewhere.

Then there are important questions about student residence. Should we give priority over other items or should we go all out to encourage students to live at home? The previous questions I have asked are difficult enough. This one, I must admit, I myself find the most difficult of all.

On the one hand there is the benefit which students obtain, or hope to obtain, from living away from home. There is the natural desire of institutions to take the best students they can, without having to take account of where they come from. Some institutions, because of their geographical location, must have a high proportion of residence if they are to fill their teaching places.

Even if we would like students to live at home to larger numbers, can we be sure that they will do so? May they not instead take flats and lodgings, even in their own home towns, and thus add to the general housing problem there? So the arguments flow on.

On the other hand, there is the fact that nowadays a residential place is not much less expensive than a teaching place. To put it simply, to give 100 teaching places on teaching residential places means that there are 80 student who will not be able to enter higher education at all.

It is acceptable, especially when the provision of new places and the diversification of the colleges of education in accordance with Circular 773 will make general higher education available in areas where in the past nothing but teacher training was provided? Uncomfortable though the question may be when posed in this way, it would be wrong to refuse to face it.

We also have to face up to basic questions about the balance between teaching and research. At present something like a quarter of our expenditure on universities goes into research (including the research of university teachers) and a

present nearly 19 per cent of students in our universities are doing postgraduate research.

We all know all postgraduates in our universities who are neither contributing to the advance of worthwhile knowledge nor even adding in any worthwhile way to their own qualifications. Does too much of our effort go into postgraduate work? Should there be a shift of emphasis to undergraduate education and teaching? I know, as far as research generally is concerned, the priorities on the science side are very different from those on the arts side, but it is the general issues and balance I am talking about.

In essence part of what I have been saying about priorities in further and higher education is that in achieving our targets higher and further education has got to consider its unit cost problems—just as have other areas of our national life. Just as we have got to become more efficient in industry so we have in education. This must involve a shift in the current student-teacher ratio, for it is in this area that the enormous expense of higher education in the United Kingdom lies.

It follows that the average amount of teaching done by a lecturer must rise and in so far as that is feasible one must also consider again the possibility of improving the effectiveness of that teaching. I may well be that universities need to reflect somewhat on traditional methods, and wonder whether techniques pioneered elsewhere, notably by the Open University, may not also be relevant to them.

'Base plans on all the facts'

Sir Arthur Armitage, chairman of the Committee of Vice-Chancellors and Principals, said that it was a singular tribute to the AUT that Lord Crowther-Hunt had chosen to make his important public statement to its council.

If any arguments were to be made on grounds of cost effectiveness he hoped that the same complete and detailed cost figures for every part of their operations published by the universities and the University Grants Committee should be provided for the other sections of higher education.

Speaking at the council dinner he said:

"I believe that on any comparison it will be vital to take account, too, of the fact that the expensive but vitally necessary medical, dental and veterinary education only occurs in the universities and that the universities provide 52 per cent science-based and 48 per cent arts-based places.

"The universities also provide well-found laboratories for all the basic and most of the applied research on which our future depends. How fortunate the country is that it has in the universities the physical capacity for all the science and technology degree expansion for certainly the next seven years, and the willingness to make still further efforts in terms of medical expansion.

"I would wish to see the abandonment of the use of pejorative words like vocational. If by vocational we mean the relationship of graduates and jobs, the universities are entirely vocational for the match between our graduates and available jobs has never been so complete. If by vocational we mean the relationship of university subjects and courses and the production of highly qualified and skilled professional manpower the country needs, the university contribution is complete and relevant—82 per cent of the first degree work is in the universities.

"Let us take comfort in conducting our future planning from the success of our past planning and from the relationship of universities and government. I believe it to have been extremely successful.

"We have seen the doubling of student numbers over the past 10 years with no diminution of standards, maintaining the high quality of what is the shortest first degree course in the world. We see the success of the planning in the provision of places for the extra medical students, who are so vital for the achievement of proper care of the nation's health and which at Manchester has meant a doubling of our medical student population in the past five years and the building in that period of one of the major European medical school buildings.

"We see successful planning, too, in the provision of properly equipped laboratories for the major scientific research effort so essential to us and indeed in provision in all areas such as to enable the universities to perform their task of transmitting and advancing knowledge.

"I am even able to see success in the control, yes, but more in the exercise of the universities at a level which seems to satisfy but does not reduce the need for university graduates. Our national planning has gone extraordinarily well—80 per cent of the appropriate age group to enter universities, 15 per cent in higher education, and a matching of supply and demand, compared with 20 to 30 per cent elsewhere and employment difficulties; and of our 8 per cent we have by far the highest proportion of students in science and technology.

"This is a success story, not a tale of woe. We are in the fortunate position of being able to build on success—all of us, great universities, polytechnics, other institutions of higher education—and in that building this association will, I know, play its full part in complete co-operation with and as part of the universities.

An extract from the speech by the Minister of Education, Mr. Kenneth Robinson.

Poly figures show growing full-time study trends

A survey of polytechnic enrolments for 1974-75 has revealed that polytechnics are "continuing to develop as academic institutions offering multiple advanced courses by a variety of modes of study," according to the Committee of Polytechnic Directors.

The results of the survey showed that after excluding the increased numbers attributable to four years' with colleges of education, there has been a 6.5 per cent growth

in enrolment of full-time and sandwich courses at all levels. (THE, May 16).

The survey also showed that a trend of growing interest in full-time study has been accompanied by a small decline in student interest in part-time and sandwich courses.

The CPD says that the scale of polytechnics is now such that almost half of them exceed 3,000 full-time and sandwich enrolments, and most of the others exceed 2,000.

Academic level	Full-time day and evening	Sandwich	Total for both modes of study
Higher degree	859	330	1,189
Postgraduate higher than higher	2,108	215	2,323
Postgraduate teacher training	278	377	655
First degree	2,664	937	3,601
Other degree	9,438	4,622	14,060
Equivalent (A1) courses	21,180	11,777	32,957
A2 courses (e.g. HND)	6,510	36	6,546
Certificate of education	47,177	28,203	75,380
Other courses	1,203	1,893	3,096
Enrolments in part-time and sandwich	45,884	28,203	74,087
Percentage change since 1973	-4.1	-1.8	-2.9

* Courses in the A2 category, while enabling study of equivalent standard to the A1 course, do not necessarily lead to qualifications accorded graduate status.

FOOTNOTE: For the first degree courses the overall percentage growth since November 1973 was 7 per cent. This was attributable to an 11 per cent growth in students on part-time day and evening courses and a reduction of 2 per cent in the sandwich mode of study.

Academic level	Full-time	Sandwich	Total for both modes of study
Higher degree	715	38	753
Postgraduate higher than higher	1,527	109	1,636
Postgraduate teacher training	716	377	1,093
First degree	28,225	19,395	47,620
Other degree	5,503	7,251	12,754
Equivalent (A1) courses	12,888	1,124	14,012
A2 courses (e.g. HND)	4,063	88	4,151
Certificate of education	56,089	28,128	84,217
Other courses	2,262	131	2,393
Enrolments in full-time and sandwich	54,827	27,997	82,824
Percentage change since 1973	+7.8	+4.1	+6.5

* Courses in the A2 category, while enabling study of equivalent standard to the A1 courses, do not necessarily lead to qualifications accorded graduate status.

FOOTNOTE: In most of the categories of courses shown above either altered changes compared with November 1973. However, the first degree enrolments can be compared with those of 1973 and show an overall increase of 10 per cent in 1974, with a 6 per cent increase in sandwich courses.

Academic level	Full-time	Sandwich	Total for both modes of study
Higher degree	859	330	1,189
Postgraduate higher than higher	1,775	8	1,783
Postgraduate teacher training	718	377	1,095
First degree	11,991	6,234	18,225
Other degree	3,876	4,622	8,498
Equivalent (A1) courses	7,785	1,124	8,909
A2 courses	1,603	36	1,639
Certificate of education	2,150	28,128	30,278
Other courses	1,203	1,893	3,096
Enrolments in full-time and sandwich	27,734	38,447	66,181

* Courses in the A2 category, while enabling study of equivalent standard to the A1 course, do not necessarily lead to qualifications accorded graduate status.

FOOTNOTE: For the first degree courses the overall percentage growth since November 1973 was 7 per cent. This was attributable to an 11 per cent growth in students on part-time day and evening courses and a reduction of 2 per cent in the sandwich mode of study.

After 20 hours of negotiations, university salaries have now gone to arbitration. The tables and the commentary published below try to explain the gap between universities and the Government.

How the quarrel on university salaries arises

Columns 1 and 2 of the table, which was prepared by the ATU, are the present basic scales for university salaries, supplemented in Column 2 by 11 thresholds. In Column 2, therefore, the scales that are at present being paid. What follows in Columns 3, 4, 7 and 8 are the attempts of the universities and the DES to put the scales on a "broadly comparable" basis in October 1974. It is important to remember that the Government has agreed "subject to considerations relevant to pay policy at that time" to negotiate a cost of living increase in addition to the scales below in October 1974.

If the universities' claim was accepted, the total pay increase in October would be nearly 36 per cent plus some 20-25 per cent for cost of living, giving a total rise of nearly 60 per cent. If the arbitrators agreed with the DES, and if there is no freeze, the total increase would be 18 per cent plus cost of living, equalling about 40 to 45 per cent.

One quarrel between the universities and the DES derives from whether the new post-Hungarian scales should be negotiated on the basis of the 1974 scale (Column 1) or on the actual scale (Column 2), with the universities arguing that percentages should be calculated on "new" money, and therefore calculated against the scales in Column 2. The percentage increase of Column 2 over Column 1, therefore, is not the 18 per cent claimed by the DES but only 14.7 per cent. The reasoning behind the universities' Column 4 is that 11 thresholds occurred between April and December, 1974. The Hungarian report was for May, 1974. If therefore, the university lecturer scale

should be comparable with the polytechnic senior lecturer scale, and if the university scale is being calculated from October, it ought to attract cost of living increases from May to October, 1974. Instead, therefore, of going at the top of the scale to £5,634, as the DES suggests, it should go higher. The DES scale therefore includes seven threshold payments but the universities' scale adds four thresholds.

There is a further quarrel. There are 17 steps in the university scales compared with 15 in those for the polytechnics. The universities argue that the scales should be put together at the bottom, and that university lecturers therefore need at least two extra increments.

Where the DES suggests £5,634 at the top of the scale, the universities, therefore, suggest £5,634 plus two increments, leading to its proposal of £6,501, which incorporates both the extra increments (above parity with the polytechnics), the May to October, 1974, cost of living increase.

All the scales are calculated to October, 1975, and one other element.

Scale Point	Basic	Plus 11 thresholds	Plus 4 thresholds	Committee A Par 1 Clifton	DES Part 1 Unif- DES offer	Column 8	Column 2	Column 10
1	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
2	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
3	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
4	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
5	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
6	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
7	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
8	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
10	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
11	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
12	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
13	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
14	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
15	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
16	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)
17	111	(2)	(3)	(4)	(5)	(6)	(7)	(8)

Source: AUT Memorandum.

'Manifest injustice'

After a meeting last week, the Committee of Vice-Chancellors said: "Some times this year vice-chancellors have not unequivocally clear their grave concern at the severe erosion of university salaries compared with salaries in broadly comparable employment, and have recently emphasised that the alternative salary negotiations were aimed entirely at restoring this broad comparability."

"The situation is a serious and grave one both as regards personal injustice to academic staff and to the universities in the loss of valuable people. The vice-chancellors therefore share the deep disappointment of those negotiating on behalf of universities over the failure to agree a settlement to remedy what Mr

Pringle has himself called an unjust situation. "This disappointment is the more pronounced since in the view of the universities' authorities the parties could have reached an agreement with the element of flexibility normal at the present time in such negotiations."

"The issue will now of course quite properly be for determination by arbitration, and the vice-chancellors support the reference to arbitration. It is not profitable in these circumstances to issue statements concerning percentages which it will be for the arbitration tribunal to settle, particularly as percentages have to be related to individual steps on the salary scale rather than to

Present	26 per cent	Present	26 per cent	Present	26 per cent	Present	26 per cent
Lecturer: minimum	2,670	3,364	2,670	3,364	2,670	2,670	3,364
Lecturer: maximum	5,412	6,819	5,412	6,819	5,412	5,412	6,819
Senior Lecturer: minimum	5,001	6,301	5,001	6,301	5,001	5,001	6,301
Professor: minimum	6,429	8,100	6,429	8,100	6,429	6,429	8,100
Professor: maximum	8,100	10,225	8,100	10,225	8,100	8,100	10,225
Notes: 1. A notional figure based on the average 26 per cent claim made by the ATU.							
2. A notional figure obtained by adding a notional cost-of-living increase in the proposals made by the ATU and the DES.							

Sources: Tables prepared by the DES and the AUT.

notional points on which the DES statement has been based. "It must, however, be said that the DES offer mentioned in the statement did not represent a net rise of 18 per cent, since 4 per cent of the offer was attributable to incorporation of threshold payments. It must also be clearly stated that at no time in the discussions was there any disposition to adjust university salaries to a position from which they could be compared with the polytechnic scale, namely October 1, 1974, and that university academic staff are at present paid on scales appreciably lower than those doing degree work in the other sector."

Ruling of the Court of Appeal in the Warwick University sit-in case

'The judge has construed the rules far too strictly'

The Court of Appeal recently overruled a ruling that prevented Warwick University from repossessing premises occupied by students. The case was dismissed at an earlier hearing by Mr Justice May.

The Master of the Rolls said it was the first Court of Appeal hearing of a student sit-in at a university.

The following is a report of the case, heard before Lord Denning, Master of the Rolls, Lord Justice Browne and Sir John Pennycuik as it appeared in *The Times* of May 10:

The University of Warwick were given an order for possession, forthwith, of the Senate House and telephone exchange of that university which have been occupied since April 21 by students pursuant to a resolution on that day of the students' union "to effect an immediate and complete re-occupation of the Senate House and telephone exchange until their demands were met."

The order of appeal allowed an appeal by Warwick University against Mr Justice May's dismissal of the students' union's application for an injunction to prevent the re-occupation of the premises. Lord Justice Pennycuik, Sir John Pennycuik and four other individual students, Mr James Fox-Andrews, QC, and Mr Simon Tuckey, QC, for the university; Mr D. J. Turner, QC, and Mr S. J. Sedley for the defendants.

The Master of the Rolls said that it was the first case which the court had heard of a sit-in by students at a university.

Warwick University had 3,000 students. When the summer term started on April 21, there was a meeting of the National Students' Union. The union president at the time was Mr Kasper de Graaf. Mr Kasper de Graaf was the secretary; Mr Michael Jackson was the treasurer; Mr Andrew Dismore was a member of the executive committee; and Brian Deer, a former member. They were the defendants.

During the spring term some students had objected to increases in the meeting Mr de Graaf proposed a resolution in effect an order for possession of the Senate House and telephone exchange until their demands were met.

Action was taken that very day pursuant to the resolution. The students of the university gave the building a "lock-out" and the students of the Senate House and telephone exchange were locked out. A number of students were taken to the hospital. The students of the Senate House and telephone exchange were locked out. A number of students were taken to the hospital.

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Aspiring politicians have referendum field day

Predictably for an issue which so vitally affects the country's future, student interest and involvement in the debate on Britain's continued membership of the Common Market is running high.

Aspiring politicians in particular are finding that the campaigns are giving them something of a field day. The pro-Market campaign is providing recent graduates with administrative and campaigning experience, while on the other side, the leaders of the National Union of Students are enjoying their comradeship with other trade unionists on a serious political issue and preserving their ideological purity into the bargain.

Long before the referendum was ever thought of there were several European groups at work in virtually every university and college in the country actively campaigning for their cause. For the purposes of the referendum campaign these have all been gathered under the Britain in Europe umbrella which has deliberately cultivated a youthful and trendy image, producing special T-shirts and organizing Euro-discos.

Britain in Europe has set up a special wing, called Youth For Europe, which is being run by Mr Archie Kirkwood, a recent graduate of Harriet-Wart University, who, until a few weeks ago, was personal assistant to Mr David Steel. His job is to coordinate the campaigns being run by the five main student organizations campaigning for a "Yes" vote in the referendum. These are the Young European Democrats (CED), the Young European Left (Socialeists), Radical Youth for Europe (Liberals), Students For A United Europe and the Young European Federalists.

Nobody that I have talked to seems to be able to tell me the difference between these last two groups. Students for a United Europe is the older, being set up by an Oxford undergraduate five years ago.

SUE is the largest of all the student organizations campaigning on the pro-Market side, with a total of 92 branches in universities and polytechnics. The Young European Federalists are a more recent creation, although their aim of securing a united federal Europe seems to be the same as SUE's. They have, so far, been the most active in the campaign, with organized marches and mass leaflet distribution.

The organizers of the four other student groups campaigning for the pro-Market side, with a total of 92 branches in universities and polytechnics. The Young European Federalists are a more recent creation, although their aim of securing a united federal Europe seems to be the same as SUE's. They have, so far, been the most active in the campaign, with organized marches and mass leaflet distribution.

Colin Maltby (Christ Church, secretary of the union in the same year). Radical Youth For Europe is organized by Mr Simon Hedditch (Worcester), and the Young European Federalists by Mr Anthony Speaight (Lincoln) and another secretary of the Oxford Union).

The Oxford Union ranks even higher. Priestley's right-hand man, Mr Dick Newby, the general secretary of the Young European Left, graduated from St Catherine's College last summer, and Mr Andrew Williams, who left Christ Church at the same time, is one of the team of researchers who sit behind desks piled high with slide rules, calculating machines and telephones in the Old Park Lane offices of Britain in Europe. The others include graduates of London and Cambridge. All of them have temporarily abandoned legal, political and administrative careers to work full time for the referendum campaign.

The Britain in Europe campaign is altogether a more serious and sober affair. Its organizers dismiss the opposition's trenchless youthful image as being superficial. The campaign has no students working for it during the last vacation and its headquarters staff, who are housed in a two room basement in Upper Berkeley Street, London, seem pretty short on graduates generally.

The one exception is the campaign's information officer, Mr Peter Clarke, who was a student of Balliol where, he claims, he learned his opposition to the Common Market. He is hardly a typical Balliol product, however, having been a lecturer at the Conservative Party College at Swinley and more recently a personal assistant to Mr Enrich Powell.

Get Britain Out have no research team as such. They are using the services of the research department of the Association of Scientific, Technical and Managerial Staffs, headed by Mr Francis Bennet, a Sussex University student and son of the industry Secretary. For the duration of the referendum campaign, they are situated in the offices of The Spectator.

The organizers of the Britain in Europe campaign have been content to leave the campaign to the students, joining to the NUS. The leadership of the union is solidly opposed to the issue was so close. The only member of either the present or the new executive to make a public statement in support of Britain's continued membership is Mr Francis Hayden, the Liberal president of Bristol University student union.

Mr Charles Clarke, the president of the NUS, regards the Market as being "fundamentally inimical to the interests of young people both in Europe and in the developing world."

Ian Bradley



Clive Ashwin profiles Sir Ernst Gombrich

A style that ignores barriers to illuminate art history



Sir Ernst Gombrich

What do the following have in common? Rembrandt, Baudouin, the Ringed Plover, a napkin chart, the HMV trademark, a map of Vienna and Groucho Marx. The answer is that they all appear as illustrations in the space of one essay by Professor Sir Ernst Gombrich.

Professor Gombrich's facility for weaving such apparently incongruous images into an erudite and convincing narrative is a token of a unique intellectual style which acknowledges no boundaries to the range of sources which might illuminate the understanding of art.

At the same time, his publications in the more conventional realms of art historical research stand as robust and compelling exercises in the orthodox techniques of leonology, historiography and stylistic analysis, frequently applied to the most intractable material. But the titles betray the streak of unconventional iconography which runs through his work: titles like *Art and Illusion*, *A History of Modern Art*, *Art and Illusion*.

Professor Gombrich was born in Vienna in 1897, during a decade in the course of which the city generated a stream of intellectual and artistic masterworks ranging from Freud's *Totipotentialität* to Mahler's last symphonies. The development of his childhood was a combination of the classical education with a family background which was rich in cultural stimulus.

"I was fortunate in my home background," he reflects. "We were taken as children in the museums, both of art history and natural history, which were close to where we lived. We had a lot of books in the house and both music and art played an important part in the life of my parents." His mother, a musician, had been a pupil of Anton Bruckner and knew both Mahler and Freud; his father had been a classmate of Hugo von Hofmannsthal, librettist of *Der Rosenkavalier*.

When Gombrich moved on to the university he came under Julius von Schlosser, a figure he remembers as "one of the most eminent art historians of his generation, perhaps of all time." Von Schlosser had taken over at the university after the premature death of Max Dvorák, and had left his post at the museum with some reluctance. He brought with him an immense fund of knowledge in Italian cultural studies, which included personal friendship with Benedetto Croce.

Professor Gombrich remembers von Schlosser as "a very great scholar, but not what one would call a passionate teacher. He was, in a way, the typical absent-minded professor, who was more interested in his own mind than in the minds of his students."

During the period of Gombrich's formal education there emerged a number of contrasting and sometimes conflicting approaches to the study of art history. One of the most influential was the work of Alois Riegl, whose *Kunstgeschichte als Grundbegriffe* (Principles of Art History) was published in 1915.

Wölfflin's parasuave book exemplified the concept of the analysis of art works in morphological terms, a technique which had the unique advantage of being more or less applicable to all art, regardless of its origin and date. Wölfflin originated a list of formal principles—linear and painterly, plano and recession, closed and open form, multiplicity and unity, clear and unclear—which he applied to the heads of his more fanatical disciples could be applied like so many litmus tests to provide a formal diagnosis of the art work's character.

Gombrich has recalled the impact Wölfflin made upon him when he heard him lecture in Berlin in 1930. But the spell did not last for long. Doubts about the validity of Wölfflin's method crowded in, and the young Gombrich soon deserted the packed art history lecture theatre for another where he could listen to Wolfgang Iser's lecture on the psychology of a subject which was to have profound significance for his development as a scholar.

In addition to his scepticism for the hardline morphological approach, Professor Gombrich has been equally critical of the iconologists' attempts to rally the conven-

Baroque, and so on. The debate is in fact a resurrected form of minimalist versus realism: do stylistic classes exist as realities, or are they convenient hypotheses?

Although Professor Gombrich accepts that any signpost is better than none, he challenges attempts to identify in stylistic "essence" which would permit the historian to categorize art works like so many trees or beetles, allocating them firmly to a genus and a species.

He aligns himself with Sir Karl Popper in rejecting Aristotelian essentialism as a convenient delusion: a delusion which, with lace, becomes the concept of *Zeitgeist*, a mysterious metaphysical "spirit of the age" which was developed by Alois Riegl and though admired by Riegl very much I found his account inadequate.

A potential problem for the contemporary art historian is that abstract art tends, by definition, to evade analysis in terms of either symbolism or figurative representation. Did Sir Gombrich find any aspects of contemporary art disconcerting? Not at all!

"As disconcerting? Not at all!" he assured me. "I'm not particularly interested in some aspects of modern art, but I am very interested in others. For example, I find that a much more hopeful development than simply putting a few shapes or colours together within the four sides of a frame."

Professor Gombrich's most widely read text is probably *The Story of Art*, which was first published some 20 years ago and has since run through countless editions and translations to become perhaps the most widely used primer in art history. It originated in a pre-war commission to translate a children's history book into German. He was so dissatisfied with the text that he began working on a book of his own, and when he came to England he brought some sections in draft form. After the war he took up the manuscript again, completed it and placed it with Phaidon Press, a publisher which was then a tiny and struggling concern.

Surprisingly, Professor Gombrich has never published a conventional art historical monograph in the sense of a study of one artist or school. "Quite a number of subjects have attracted me," he confesses, "but my life has been a busy one and to write such a book one would have to spend a great deal of time abroad in archives. There is one reason why

"The Warburg Institute is not only an art historical library," he insists. "When he spoke of *Kulturwissenschaft*, which literally means the science of culture, he had in mind the study of civilization and of art and other activities within the matrix of cultural traditions."

The comprehensiveness of the Institute's work is reflected by the unique classification system of the library, which includes categories on, for example, anthropology, legal symbolism, and political theory as well as more conventional art-historical topics. Literary sources are backed up by an extensive visual reference library of photographs.

Professor Gombrich is irritated by attempts to establish discrete schools of art history based on conflicting methodologies. In particular he resents the popular misconception that the Warburg Institute is exclusively devoted to iconography, or its variant iconology.

"I don't think it's very important to differentiate between such terms," he says. "But I have said that I find it depressing that there should be this identification of the rich and varied activities of the Institute with something which certainly wasn't started by Warburg at all. The development of iconography—that is to say, the study of the subject matter of art—really happened in France in the nineteenth century, and was closely connected with French medievalists such as Mitron and Pauline Mile. The idea that the Warburg Institute founded or in any way concentrated on this particular study is really due to sheer ignorance."

For some time he had been interested in the subject of caricature, especially with regard to its reliance on exaggeration, distortion and abbreviation. His first major publication on the subject, written jointly with Ernst Kris, appeared in 1940.

Recently Professor Gombrich has moved deeper into the study of perception, for example in *Illusion in Art* (London, 1972). "Was this interest in perception, asked him, is any way related to the psychological implications of iconography interpretation?"

"Not of iconography; but certainly the problems of perception were bound to loom large with anyone who is interested in the application of psychology to art. Some of my interest was sparked off by a critical approach to existing theories. The idea that styles could be grouped according to ways of perception had been developed by Alois Riegl and though I admired Riegl very much I found his account inadequate."

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Laura Kaufman examines the latest stage in London University's wrangle over statutes.

A constitutional case to set before the Queen

In the hazy atmosphere of the Privy Council chamber in Downing Street, a committee of the council last week heard four petitions against London University's proposal to amend six of its statutes.

The most recent precedent for such a case was in 1952 when a convention petitioned the Ministry of Education to disallow a proposed statute which would have increased the number of heads of college on senate.

Last week's three-day hearing was, however, more complex. This time the petitioners—Professor John Griffith, professor of law at the London School of Economics, and Mr Louis Blom-Cooper—were presenting four petitions against six proposed new statutes.

The effect of the new statutes would be to make the vice-chancellor the full-time salaried academic and administrative head of the university, appointed initially for four years with eligibility for reappointment for a further four years.

Under the present constitution the vice-chancellor is elected annually by the senate and is unpaid, although he retains his professional salary.

The university is quite frank in the preamble to the application to the Privy Council, saying that the combination of both posts, academic and administrative, is designed so that the university's federal system should be strengthened, its leadership, management and administration.

The first petition, signed by 27 professors, 15 readers, 17 senior lecturers and 69 lecturers, seeks to have the statutes disallowed on the grounds "that the university failed to consult the teachers of the university or its schools or institutes on the contents of the proposed statutes and that the university failed to take any steps for facilitating the making of representations".

The second and third petitions, each signed by 11 law teachers, including three professors, seek to have in the first case three and in the second case all of the statutes disallowed on the ground that it is beyond the powers of the senate to make and amend statutes under the University of London Act of 1926.

The fourth petition, signed by 15 professors, seven readers, 15 senior lecturers and 12 lecturers, argues that the statutes are intended to strengthen the vice-chancellor's position and are proposed to the university to carry out an important part of the changes recommended by the Murray Committee.

It argues that the statutes and changes will result in a transfer of power from the schools of the university to an enlarged central administrative organization, and that the statutes and changes are "not in accordance with the wishes of the schools and are contrary to the best interests of the teachers and the students of the university".

Most of the discussion turned on the proposed new role of the vice-chancellor, the effect of this role on the federal nature of London University, the alleged failure to consult teachers and the alleged lack of power of the university to make and amend such statutes.

These points depended on five documents: the Hulton-Young Committee report of 1926, which recommended that the vice-chancellor should be an academic and largely titular head holding office for a limited period, unburdened by administrative duties, and the University of London Act of 1926, which specified that the university may only make statutes which are "in general accordance" with the Hulton-Young report; subject to any modification which may appear in them to be expedient; and then only with the consent of the schools, colleges and institutions.

The other three documents are the Murray report, which recommended a full-time salaried academic and administrative head of the university, and the setting up of a joint committee of court and senate for planning and development (JCCPD); the university's first consultative report, which received widespread approval in the appointment of a full-time vice-chancellor of this kind, and the university's second consultative report which retained the JCCPD and excluded the question of the vice-chancellor's role altogether.

Mr Blom-Cooper outlined the case that the vice-chancellor should not be the full-time academic and administrative head of the university, that the federal nature of London University would be destroyed by

such changes and that there had been a lack of consultation after the university's second consultative report.

He pointed out that clauses 1 and 2 of the Hulton-Young Committee report specified that the vice-chancellor should be a distinguished academic, appointed for a limited period only, to represent the university at ceremonial functions, confer on honours and decorations of other learned bodies, and that he should be elected annually by the senate.

"The distilled essence of these six proposed statutes is that the status of the vice-chancellor is to be fundamentally altered from being a part-time, unpaid, annually appointed, academic head of the university and that status has been changed in a full-time salaried academic and administrative head with tenure of office of eight years and this fundamental alteration takes place as part of an accretion of greater academic power by the centre over the lives of the constituent elements of the university", he said.

Professor Griffith, in his quiet but passionate manner, stressed the transfer of power over academic affairs from the schools and teachers to a small central planning body, and outlined in detail the timetable which, he said, had led to a lack of consultation.

He pointed out that after the Murray report of 1926 the university had followed the procedure of consultation. Some 204 submissions were received, and among these were represented eight non-medical colleges out of 15, including four of the major colleges, University College, King's, Queen Mary and University College, representing seven-sevenths of the university's overall 6,000 staff. All had objected to the proposed new role of the vice-chancellor.

However, he said, the university had prevented further discussion by setting up a separate committee on the documents and proposals on one-third of the Murray Report's recommendations. The committee report was issued in November, 1974, with a four-month deadline for representations to be made. Yet teachers had only had four months in which to make their submissions, and the university had not been consulted on the matter.

"This is a university of 35,000 students and 6,000 teachers. The Queen in Council as soon as possible.

It is impossible. It may be a good way to run a factory. It may be a possible way to run a civic, unitary university, but it is neither a good nor a possible way to run a college-based university like Oxford, Cambridge, or a university like London, he said.

Mr Hugh Francis, the representative of the university, said that the only constitutional change proposed was that the appointment of the vice-chancellor by the senate would in future require the concurrence of the court and the vice-chancellor would not be elected annually but for four years with the possibility of re-election.

The new statutes did not in any way diminish the power of any part of the university and did not involve any transfer of power from the constituent parts to the centre. The two distinct offices of vice-chancellor and principal would remain subject to the overall control of the senate and the court, he said.

Since as regards the duration of the vice-chancellor's term of office or mode of remuneration, the new statutes do little more than reflect and finalize changes of circumstances which have been brought about by the course of events.

He countered arguments about the lack of consultation, saying that successive articles in the university's bulletin had kept teachers informed of proposed changes.

But Mr Blom-Cooper, exercising his right of reply on the third day, said the constitution was not just concerned with the sovereign power of court and senate. The constitution is about the distribution of power in a particular institution and also about the status and functions of the various persons among whom "these powers are distributed", he said.

"My learned friend seems to say that all the changes in the new statutes are only minor matters and not fundamental. This places the university in a logical dilemma. Either these statutes are important, and in my submission they are, or they are unimportant, in which case why bother to go through all this process in the first instance?"

The three Lords hearing the dispute, Lord Morris of Borth-y-Gest, Lord Kilbrandon and Lord Simon said they would be reporting to the Queen in Council as soon as possible.

Student costs cast doubt on UGC ratio

Postgraduate students are at least three times more expensive to educate than undergraduates, according to figures recently produced by two educational economists.

They say that in mathematical and physical sciences postgraduates are up to six or seven times more costly than undergraduates, and that the two-to-one ratio makes the present UGC ratio, assumed by the University Grants Committee in all subjects, grossly unfair.

These figures were published in the March edition of *The Economic Journal* in a paper by Mr P. R. G. Layard and Mr D. W. Verry of the Centre for the Economics of Education at the London School of Economics.

The authors advanced the figures tentatively since several major assumptions were made in their calculations. Nevertheless, they considered both their results and the methods of producing their figures were a useful tool of economic analysis of higher education.

Using data collected by the UGC when it was making its quinquennial settlement for 1968-69, Layard and Verry made an economic approach to the cost of university work. They produced a series of cost equations relating departmental and central university costs to numbers of undergraduates and postgraduates and to research output.

Because they were working on figures for similar departments in all universities, except Oxford and Cambridge, the authors assumed that cost equations were the same for every university.

They had to assume, too, that numbers of students and the research hours of staff are an "output", which obviously varies tremendously between individual and between subjects.

The UGC data they used did not cover the capital costs of buildings and large scale equipment. Omitting them means that Layard and Verry had to assume buildings and equipment costs were the same for all subjects.

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Too many modules can spoil the mixture

WILLIAM GUTTERIDGE reviews some of the problems currently faced by CNAA validation boards assessing modular unit-based courses in the liberal arts.

All over Britain, in colleges and polytechnics, consortia of eager academics are building elaborate intellectual and administrative structures to support complex new degree and DipHE schemes—or this is at least the intention.

They are creating a new, substantial body of university, polytechnic and college lecturers who have to validate the proposals. But they have never been quite submerged beneath all these schemes.

In fact, the Council for National Academic Awards has stood the strain remarkably well. There are, contrary to popular belief, no quasars for consideration and no real delays which are not implicit either in the chain of approvals required or in the inevitable deficiencies of the schemes themselves. Nor, in the arts and social studies field at any rate, has this been achieved by dilution. Sometimes "approval by attrition" seems to have been reached, but the real safeguards lie in the system of external examiners drawn from universities and other institutions.

These have generally been carefully confirmed in terms of comparability of standard and final results with the established courses with which they themselves are familiar.

There is still uncertainty about such facts as the proportion of applications for validation, the percentages of failure, withdrawal and transfer of students. This is due primarily to the lack of resources for sufficiently sophisticated statistical analysis. But there seems no real cause for disquiet. There are, however, problems, some historical, others predominantly the result of policy decisions on an organisational and educational nature.

Validation

When a number of the polytechnics and other colleges recognized for degree work had found their feet and were beginning to think of self-validation, the progressive cut-back in teacher education put a whole new range of colleges of education into the field. Their position is in some respects comparable to that in which the regional colleges of technology found themselves in the immediately post-Robbins period. They are faced, especially in the broad field of humanities, with diversification away from pre-eminently-orientated courses. This is necessary to redeploy their staffs and resources as well as to accommodate the needs of students with a wide range of interests and needs.

The UGC data they used did not cover the capital costs of buildings and large scale equipment. Omitting them means that Layard and Verry had to assume buildings and equipment costs were the same for all subjects.

This situation, taken along with the rapid development of the polytechnics and the introduction of a two-year DipHE, constitutes a challenge to existing procedures of academic and educational quality control, and raises important issues of demand and national need. The generation, as a relatively short term expedient, of a large number (variously calculated as being between 10 and 20,000) of extra places in the humanities, could easily distort desirable developments in further and higher education which might arise from a reconstruction of the school curriculum, especially for the 16 to 18 age group.

It would be idle to pretend that the role of validation bodies, whether the CNAA, or universities in some cases, has not been affected by the educational emphasis contained in the 1972 White Paper on education and the DES Circular 6774. Paragraph three of that circular gives some indication of the bias in these documents.

An envisaged in the White Paper, multi-based courses are being developed which permit students to defer their commitment to teaching as a career and prototype the education side by side of those who may ultimately take a BEd, BSc, or Diploma of Higher Education.

The same document allows polytechnics and other institutions approved for general purpose higher education to apply for a minor general authority enabling them to offer courses leading to a full-time DipHE or first degree which are wholly or mainly constituted of elements common to existing or proposed courses of teacher education or to other courses.

courses already approved and that no additional staff is required.

These requirements have powerfully biased a trend towards modular unit-based courses which, on the surface at least, have obvious advantages in terms of student choice, staff specialization and the concentration of resources.

What seems now to have been foreseen are the scale and complexity of the proposals and the many consequential problems of comparison of standards between the professionally-oriented BEd, and BA and BSc courses on which students are not necessarily as clearly motivated. The institution of the DipHE, nationally equivalent to the first two years of an honours degree course, has also created a number of difficulties relating, for example, to the transferability of students to a degree course without loss of time.

These developments place a heavy responsibility on those concerned with monitoring the new courses at all stages. It is not only that we are faced with a new range of the debate on what constitutes a degree and about the kind of depth, breadth or integration which indicates the achievement of an honours level; student (and staff) satisfaction within the educational experience within the framework of the new structures is in doubt.

When faced with a large and complicated scheme, whether modular and multidisciplinary, or integrated and interdisciplinary, the rationale and structure of the course need questioning and specific justification. The general assumption is that scale provides the student with the maximum range of choice and the staff with the optimal opportunity to specialize, but is a very wide choice necessarily desirable? Should the only concern be in build in sufficient restrictions to the curriculum to assemble a range of academic coherence and progression for each individual?

Experienced academics know that in fact a choice of options is at the end of the matter. Frequently, students are expected to make a selection of topics within a system of core courses. The shorter the duration the units, the more regularly will the process of choice have to be repeated and sometimes it seems as though more time will be spent on choosing than on studying. Indeed, the act of choice may become a business, if the rationale of study is not self-evident. By definition, in a very open system it rarely is. One test of the validity of a course is the progressive ability of students to make a proper choice for themselves.

Counselling, which seems to be regarded in some quarters as the preserve of the ill of higher education, is for academic purposes about the application of criteria. A student needs to have some concept of the nature of a good choice. Counselling simply to resolve artificially created problems is obviously wasteful and undesirable.

This is part of a general problem not unique to complex, large scale courses. The concept of a coherent, highly integrated course may be so sophisticated that it becomes wholly inapplicable to the needs of the student. At too late a stage in his development, if at all, the student reaches the point where he can take off "on his own" and to see the direction in which his studies are leading him.

Underlying the majority of proposals currently being presented is an assumption that examinations, like military governments, are essentially undesirable, willa continuous assessment, like democracy, is to be preferred. Why? The equal applicability of projects in all subjects might elude to a point. There is no doubt that continuous or continual assessment, whatever its advantages, helps to compound the problem of choice. And when there is more concern for the overall educational development of the student, new course structures are reinforcing a tendency to examine, test or assess progress on a continuous basis. How many other students will be affected by the differing motives of the students and attitudes of the staff, according to their own perceptions of the value of the assessment?

Correspondingly, most humanities courses are likely to be affected by the impact of the new structures on the assessment of the student's progress.

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Open University answers Russell report

Russell And After is the Open University's response to the report of the Russell Committee on *Adult Education: A Plan for Development*. It has been prepared by a working party representative of the council and the senate after wide-ranging discussions within the university.

The following are edited extracts: Since the publication of the Russell report in March 1973, important factors such as the reorganization of local government and the development of a new financial crisis have changed the scene, but nevertheless the modest proposals in the report should be implemented. The provision of an all-embracing and flexible service of continued post-school education must remain the aim.

The report's proposal to establish a Development Council for Adult Education for England and Wales, and local development councils for each local authority, could be voluntary. The development council would be set up, could evolve, and its full potential only if it were generously provided with resources to enable it to commission its own research and to inaugurate its own development schemes.

In the report reference is made to the Open University's public media system of technology-based education. The report suggests that the university should be a national and a regional structure, could usefully be a member of both the development council and the regional council. The university would welcome the opportunity to play its part with the National Council for Educational Technology and the National Institute of Adult Education, and many other bodies, in the proposed schemes.

A good way solely to achieve a radical involvement in adult education would be to initiate

regions carefully chosen as suitable for this particular purpose (that is, not as necessarily branded according to local government areas, but to be identified in any way with present educational priority areas).

The Russell report proposes a process of gradual change right across the country, using existing institutions in roughly their present functions and areas of impact. These proposals are putative to a certain extent. But the nationwide process of providing a fuller and better adult education service could probably be beneficially, and almost certainly more economically, accelerated.

The suggested scheme would involve the designating of several regions of substantial size—big enough for each to contain social and educational characteristics acceptably representative of England and Wales as a whole. One should certainly be in Wales.

In these, unified education systems would be set up, embracing all the areas of continuing and part-time provision, and involving, as appropriate, all the means of educational communication. Such schemes should be properly funded, researched and monitored. The development council would be responsible for the provision of the necessary resources for the process envisaged in this paragraph.

Since the report was published there has been strong evidence from the application rates to the Open University that there is a demand for high quality education from the adult population. The report itself recommends that universities should increase the opportunities offered for part-time study for degrees; but, in general, side by side with reference to the fact that a sustained demand for degree courses is in itself

far demand from adults for minor degree courses were these to be provided and adequately funded. Yet the suspicion remains that this might well be the case, and the pilot experiments suggested would provide a splendid and relatively inexpensive test of the hypothesis.

The Open University is establishing a committee on continuing education, the members of which will be recruited both from within and outside the university. It will draw up a long-term plan. It is expected that this committee will consider, among other matters, the supplementation of courses provided by others and the use of materials or courses for those working in particular professions, and refreshers courses, and new or revised modular courses for particular industries.

Also, the provision of educational materials to help equip people to cope with changes in society, or changes in their own function and status in society; provision to raise skills at general level of education; materials designed for those working to raise standards in literacy and numeracy.

The report defines very clearly the many needs of the high proportion of the population who, at the present time, do not take advantage of the opportunities already provided for adult education and points out that the great problem is to devise new methods and approaches which will reach and attract the many who at present have nothing to do with adult education.

Yet the main proposal in the report is to extend existing opportunities to a much wider range of the population. This involves extending the number of students. Such a simple extension, using existing facilities, is not sufficient. It is not of course sufficient to extend the number of students. It is not of course sufficient to extend the number of students. It is not of course sufficient to extend the number of students.

The university could not and should not on its own develop a grand plan for adult education, but nevertheless recognizes its national responsibility jointly with others to contribute to the development of adult education as a whole.

The Russell Committee is likely to bring to prominence the need for similar forms of provision at other levels, and in non-academic fields, which would benefit from being served by analogues of the Open University. It is noted with interest that the matter is discussed within the context of broad-casting.

It also notes the rider that it is neither likely nor necessarily desirable that a permanent institution or range of institutions like the Open University should be created for adult education below degree level.

If a flexible and comprehensive further, adult and higher education system is to be developed, as a part of it should be a national system of transferable credit which will provide the basis for awarding different levels and serving different purposes. Such a system would not only offer one established kind of incentive to prospective students, but would also provide a progressive means of documenting a student's development, skills and knowledge, as well as a measure both of self-satisfaction and of educational status.

A national transferable credit system will not be developed easily, even though the practice of developing modular courses is becoming more widespread. The Open University has used a modular system from the outset, and its value for part-time students, who take a degree through a series of new degree units, is self-evident. It is not of course sufficient to extend the number of students. It is not of course sufficient to extend the number of students.

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David Walker

D. W. Verry and P. R. G. Layard, *Cost Functions for University Education*, The Economic Journal.

Some of the experience so far in looking at BA and DipHE in parallel suggests that a solution may be found for students after one year of their programme to be offered a clear choice between continuing on a broadly based DipHE programme or conversely at their point to a degree course. Students who wish to maintain the option of proceeding directly to a degree may have to fulfil certain prescriptions even during the first year.

As the joint proposals begin to mount in number the danger is that the validity of the DipHE as a distinct two year vocational qualification in higher education may never be adequately tested. The advantages of a self-contained two year course could be lost in a welter of technicalities and the problems of student transfer. The particular merits of a three year education far same vocational purposes need at least to be questioned.

Creative arts

Many of the institutions now proposing degree courses leading to an upward of BA in humanities have been for years offering at different levels subjects in the creative and performing arts. The grounds for a liberal education, there is a justifiable enthusiasm for their inclusion in programmes of combined studies.

There are two kinds of problems. The first is the question of comparability of standards between conventional academic subjects based on literary sources, and studies involving creativity where technical skills must be learnt but only for precision of expression but for understanding. Then there is the practical problems that the development of skills enabling a worthwhile level of performance in these arts is exceptionally time consuming and by its nature likely to distort the framework of a combined studies programme. Moreover, the different arts themselves have different requirements.

The questions here are to be determined as whether the special demands of practice and varied modes of assessment are reconcilable with the requirements of a combined studies course, especially those in a modular form. The contribution which will be made to the ethos of a college by the development of activities in the arts is generally accepted as unquestioned; the extent to which that ethos should be built into formal course structures is the issue to be resolved.

These are some aspects of a network of problems involving final judgments at the part of those at present concerned in the process of validation. The process is now widely recognized as constructive rather than negative, advisory rather than sometimes unavoidably condemnatory. One additional problem is logistical: the organization of large groups of academics to carry out consideration of the course and to take part in discussions with the staff who intend to teach them is a major task.

It would be no exaggeration to say that the current round of submissions and review raises issues of such importance that in some senses the whole pattern of degree education in Britain in the future is involved.

A pessimist might argue with some justification that it is not only the future which is at stake, but the present. The process of decisions at this stage in the development of the CNAA could bring into question the standards for which many think it is now deservedly recognized. Some universities are intending to validate college of education which may be seen as in a similar position and their decisions are likely in turn to effect the others. For the immediate and liberal arts in general, this is indeed a crucial period during which an aggregate of decisions will inevitably determine for some time the nature of their reputation as the basis for a general higher education.

Mr Gutteridge is director of complementary studies at Aston University in Birmingham and chairman of the CNAA combined studies (humanities) board. Next week: William Taylor on universities.

**Noticeboard is compiled
by Patricia Santinelli
and Penny Bruce**

American news

Inequality remains rife, Carnegie paper charges

from Frances Hill

There is as much inequality of opportunity in America's present-day system of higher education as there was in the more restricted system of higher education before World War II, according to a paper by Alan Tansman, of the Study Centre of Social Movements in Paris.

His conclusion comes in a collection of abstracts of studies undertaken for the Carnegie Commission on Higher Education, to be published next month.

Out of every 100 male high school graduates with high socio-economic status 91 go to college, whereas only 60 out of every 100 male graduates with low socio-economic status do so, Mr Tansman says.

Of the high school graduates with high socio-economic status 41 go to a senior college, offering a BA degree, as against 52 of the students with low socio-economic status.

Seventeen of the low status students go to junior, two-year colleges, and only nine of the high status students go to these colleges. The author argues that the junior college is "a convenient way of appearing to cater to the aspirations of the masses for higher education while actually serving the interests of the leading universities and the social elite".

Another study in the collection claims that the proportion of women relative to men in higher education declined during the 1960s. The proportion of women rises steadily as the quality of institutions declines, says Martin Trow, professor of sociology at the University of California, Berkeley.

Because of their marginal status in universities (in less prestigious institutions, in less prestigious fields, in less secure professional appointments) women "are often excluded from the scholarly community of their field, reducing their visibility among their fellow scholars and making research doubly difficult".

Several of the studies criticize the policy of training all university and

college teachers to pursue original research work. "It is illogical to believe that all who teach the 50 per cent who enter college will also wish to become professional researchers and that for attempts to educate all college students as though they were to do research has been out of all proportion to the improvement in faculty competence," says Joseph Ben-David, professor of sociology at the Hebrew University of Jerusalem.

Mr Ben-David suggests the creation of a new degree which ensures the highest level of competence without requiring an original dissertation. He says that some means rather than the volume of publications must be sought as a means of evaluating the professor. Among projections into the future of higher education is the claim, by Alexander M. Moud, professor of administration at the University of California, Irvine, that the future student body will comprise the entire adult population.

"Higher education will be spread out over one's lifetime as an occasional part-time activity because, as society changes more rapidly, so will careers. What is worth learning will be decided by the student rather than by society's elite."

An alternative system of higher education must be developed to cope with these changes, says Mr Moud. In this system the vast majority of students would attend college initially on a full-time basis for only one year.

Additional higher education would always be available according to need and desire, but as a part-time activity extending throughout life. Almost everyone would attend college for a year, regardless of whether he or she had graduated from high school.

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Women's studies winning fight for respectability

Nine hundred and seventeen institutions of higher education are this year offering 4,980 courses in women's studies—the highest so far.

Many of the courses are given as part of the regular offerings of established departments. Barnard College in New York, for example, is offering women's studies courses in 11 departments. The departments of history, religion, classics, and French, for instance, are offering respectively "Images of Women in American Intellectual History", "Women and Religion", "Women in America", and "French Women Writers". Barnard also offers an interdisciplinary course, called "Determinants of Sexuality", examining the disciplines of psychology and history.

Almost all of the faculty who teach and the students who enrol in such courses are female, and many of those who are petitioning for separate programmes of women's studies are female. The feminist who believes that the classroom should be used as a forum for "politicizing"—that is, for interpreting the workings of society from a strictly feminist viewpoint and for instructing students in ways of overcoming "sexism and oppression".

Because of their professed belief in the feminist approach, the feminist who believes that the classroom should be used as a forum for "politicizing"—that is, for interpreting the workings of society from a strictly feminist viewpoint and for instructing students in ways of overcoming "sexism and oppression".

More than a hundred institutions, however, have already set up separate programmes, often leading to a degree in women's studies. George Washington University in Washington, DC, for example, has

Women's Studies Department that specializes in preparing women students to help psychological counsel, lots of other women.

Brooklyn College of the City University of New York will inaugurate a "double major" programme next autumn by which a student will be able to get a BA degree by electing two majors, one in women's studies and one in another discipline.

Thus they hope to reassure prospective employers who might not be receptive to a graduate who had majored only in women's studies.

One institution—the State University of New York at Binghamton—offers a PhD in women's studies.

Some programmes, despite their innovative subject matter, are scholarly and academic in the traditional manner—such as the Women's History Programme at Professor Gerta Lerner is developing at Sarah Lawrence College in Bronxville, New York.

Others—such as the Women's Studies Programme at the Old Westbury campus of the State University of New York—ac "radical, change-oriented," and "into politics on behalf of women faculty and students." Between the broad range of programmes lies a broad range of approaches. Catharine A. Simpson, for instance, who is a professor of English at Barnard, gives a course entitled "Sexuality in Literature," in which she takes to a large extent the customary methods of literary criticism because the field of women's studies "must have a base in a discipline."

Next year, Professor Simpson will be at Yale University on a

Jewish visa bans hit Saudi connexion

from Angela Steut

CAMBRIDGE, MASS

University assistance to Saudi Arabia, which once seemed to offer lucrative prospects for bankrupt colleges, has become caught up in a series of controversies. The latest, and most dramatic, is the last-minute cancellation of a Massachusetts Institute of Technology contract by Prince Mohammed, a son of the late King Faisal, over a disagreement about the right of Jews to work on the project.

The contract has been under negotiation for two years, and MIT is seeking for planning Saudi Arabia's water requirements and supply for the next 20 years. MIT would have trained Saudi technicians and students at its Cambridge campus and would have sent advisers to Saudi Arabia.

Under the draft agreement, Saudi Arabia was supposed to agree not to deny a visa to any academic personnel assigned to the project by MIT. Dr Jerome Wiesner, president of MIT, wrote a letter to Prince Mohammed, chairman of the Saline Water Conversion Corporation, saying that any act of racial or religious discrimination towards a MIT participant would be cause for cancellation of the project.

Apparently, Dr Wiesner had been under pressure from MIT faculty and graduate students over the issue of visas for Jews.

Prince Mohammed called this letter "threatening" and refused to sign the contract. Dr Wiesner denied this in a letter containing six threats. Harvard has also been approached by the Saudis for involvement in a

project to increase the "health manpower" of the country, but Mr David Bole, Harvard's president, has so far rejected these overtures—again because of possible problems over the restrictions.

However, Dr Roger Nichols, professor of microbiology at Harvard, has decided, in the face of the university refusal, to explore the possibility of setting up his own private corporation of academics to arrange consultant work with the Saudis.

The corporation, called University Associates, includes professors from Harvard, Johns Hopkins and the American University of Beirut.

So far University Associates has only one contract with the Saudi "health manpower" project, but it is exploring the possibility of private consultant assistance in the country health services.

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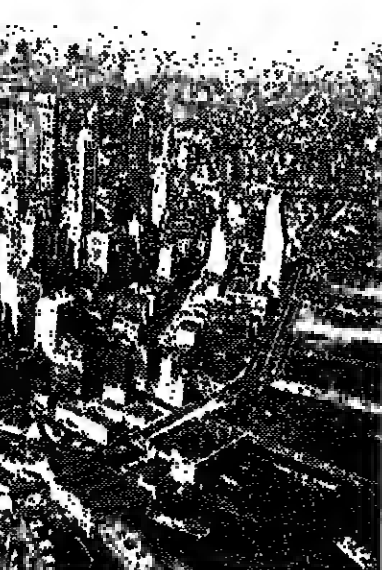
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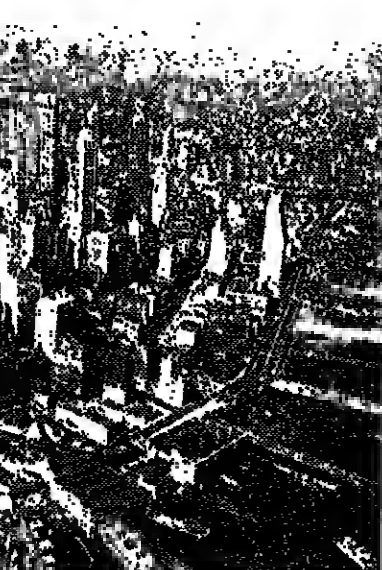
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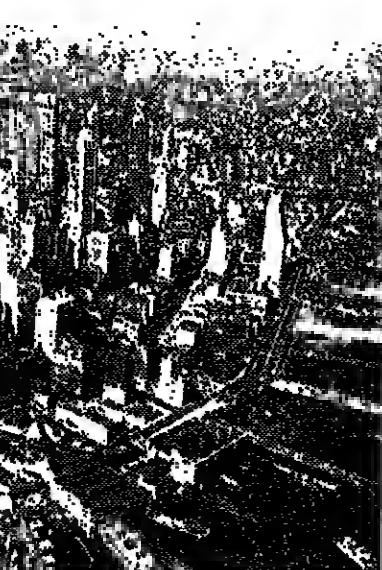
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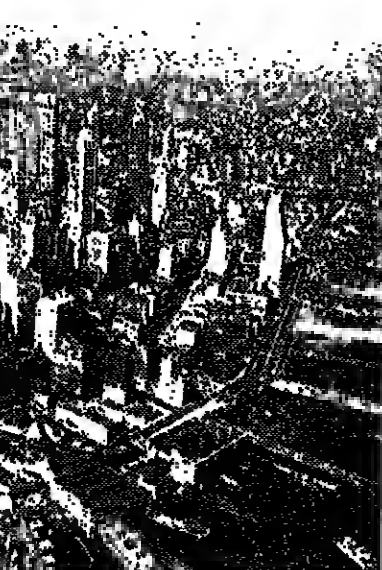
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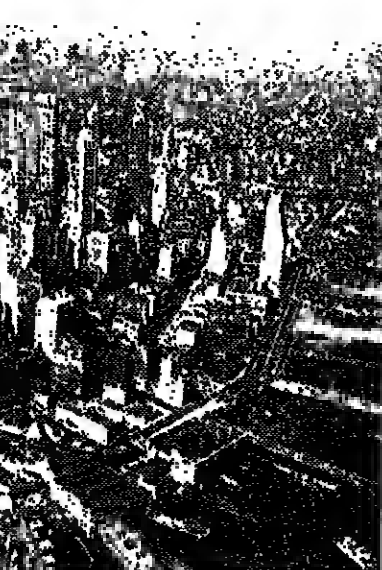
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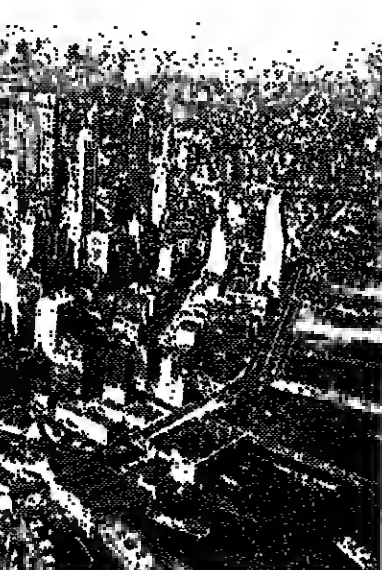
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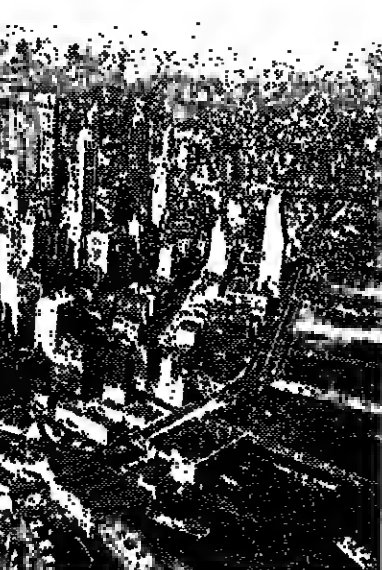
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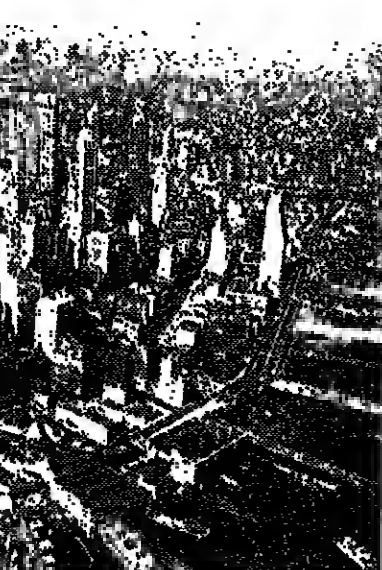
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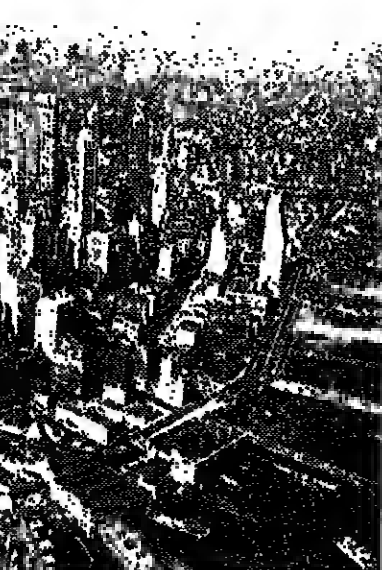
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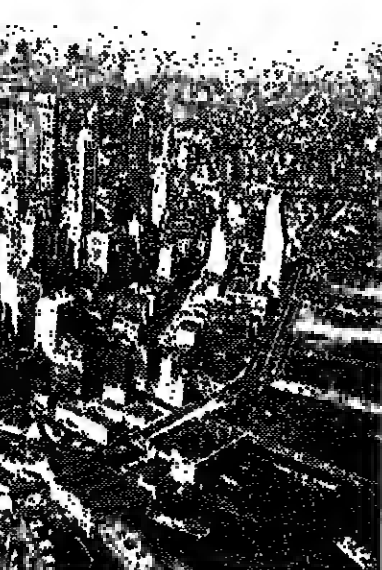
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BOOKS

Traditional education

The lay reader may be helped by the following short glosses of the essential conceptual distinctions. First, language may appear either to elaborate or to restrict the code. The fundamental concept of code refers to a regulative principle, tacitly assumed, which integrates relevant meanings in the form of their realization and their evoking contexts. An elaborating code is that of a social relationship, but only if it is a relationship which is not already meaning, which are independent of context. A restricted code arises out of social relationships between speakers towards other speakers or towards objects, which are not already embedded in a local context. Clearly, some things are taken for granted in any communication, but the social assumptions underlying the social relationship and the social context of the restricted code are not taken for granted. The social assumptions underlying the social relationship and the social context of the elaborating code are taken for granted.



Thus, as Bernstein puts it in his introduction, there is a central general theme consisting of two inter-related strands, the first set out in the course in volume one and the

... research, Bernstein gives us the theoretical means to understand both how society forms people and what alternatives are possible.

The publishers have played their cards right; the book is well-produced and illustrated. A paperback of the first volume, on the ancient world, is now available at \$2.

People's democracy?

A more typical courtlionism is that of Edmund Reiss on Chaucer's "Courtly Love": "No nauseous, self-plaintive whine, but a manly, manly love, as we should tell it, that 'There is no need to fell back on' C. S. Lewis's description of it. Reiss speaks seriously." From his study of *The Book of the Duchess*, *The Knight's Tale*, and *Troilus and Criseyde*, Reiss emerges as a man who does not merely mean that Chaucer's treatment of love involves an appreciation of its comic aspects. He means rather that "Even when . . . Chaucer seems to be presenting love and lover as noble and good, the final and real result is that we become aware of the comic side of the love scene." Why? Because "the love leads to an exaggerated view of human perfection, because it involves suffering, and because 'the end of it all is death'." The last

A. C. Spearing

The period from 1849 to 1918 is sensitively handled by Pócs and Hanák. He makes a convincing defence of the compromise of 1867 and in general displays considerable sympathy for the Habsburg empire which "did provide for each of its peoples possibilities for development and a legal order relatively advanced for the East Central Europe of that time".

Antony Polons

Praise the Georgic, lament the Pastoral

balance between the objective
cord and the subjective respo
which usually seems to involv
balance between a sort of rea
about the conditions of rural
and a sentimental anxiety to l

life should have led him to dedicate the one-volume edition of *The Fate of Germany* to Hitler—this act, “apparently outside the concerns of this study”, is half-excused by K.

the jungle about Avadex, which
effectively stops wild oats from
starving your crops.

John Barr

rrrell

John Barrell

BOOKS

Progressive beliefs

The civil condition

A sinful Judas

Hutchinson Publishing Group
3 Fiteroy Square,
London W1F 8JN

Steven Lukes, fellow and tutor in politics at Balliol College, Oxford, has written "Individualism" and "Power: A Radical View".

Lively's book may be praised as an invaluable therapeutic dose on anyone who is disturbed or excited by the situation of "democracy in a modern society." To those whose curiosity extends to the ancient world, Moore's addition of the works of Aristotle and Xenophon on democracy and oligarchy may also commend itself. In 1957, Professor R. A. A. M. Jones brought out a superb work on "Ancient Democracy in which he attacked the discount the prejudices of ontomicrotic historians in an attempt to show that there was about Greek democracy. Moore has done a somewhat similar way to clear up the distortions of old-fashioned textbook translations of Aristotle and Xenophon to set out the picture that is really all too close to the negative attitude of democracy and oligarchy. His translation is clear. His commentaries are robust and sensible.

H. Mac L. Curth

OFFICIAL

Strawson has argued against that a distinction between the

I have left to the end the first essay, "On the Theoretical Understanding of Human Conduct," which suggested that the reader might find it well to do the same when reading Oakeshott's book. This is in part because the chapter is the most ethnocentric and philosophical, in part because it attempts three different tasks at once, but mainly because of the way it is written. Here, as in every other place, Oakeshott's "inarticulate" enunciation of many notions of intelligibility when notions become thoughts and when, in virtue of distinguishing and remembering language and unlikenesses in words, "world on, we come to inhabit a world of recognizables." The tendency to express himself in private language, which is

actions, is in my view mastery. It is luckily more incal than the epistemological sections of the essay, but it still must be savoured slowly.

Underlying all three essays Oakeshott's well-known scepticism about the possibility of the rational pursuit of a limited knowledge of the human condition exists to make it in more than limited improvements. We need not conclude that scepticism in order to appreciate *On Human Conduct*. He is mopped out for us, in a highly illuminating way, the social sciences, the role would be to think, as seen in the *Principles of Social Inquiry*, of self-conscious self-directed event.

Zbigniew Pelczynski

On perspicuous grammars

Much in Strawson's position is thought-provoking, but clearly going to depend on his account of the required notion of **Bernard Harr**

Of Seneca's philosophizing in the *Moral Essays* are discussed by J. R. G. Wright who shows that features of Seneca's style and rhetorical preoccupations, a certain idealism, are deliberately designed to appeal as immediately as possible to the contemporary movement towards a greater reliance on the moral effect of rhetoric.

Ruth L. Sa

Seneca's followers

Of Seneca's philosophical works the *Moral Essays* are discussed by J. R. G. Wright who shows that features of Seneca's style and of his criticisms derive largely from rhetorical preoccupations, and deliberately designed to make appeal as immediate as possible "the contemporary mode" from large formal structures of rhetoric towards a greater simplicity with immediate effect.

thumous reputation of a prince
moral teacher like Seneca that
best-known pupil should have
Nor— and succeeding generations
have inevitably wondered whether
the failure could be traced some-
how to Seneca's own weakness
in contrast to the apparent con-
trast between his precepts and
his practice. Adrian T. Griffin suggests
reasonably that a heuslen approb-
o may be ready to admit his own
failings may be more effective than
the holier-than-thou attitudes of
men so closely associated with Rome's
decline (e.g. Cleopatra's picture of C-
in p. 146).

pp. 219 "do. disquisitum
should read "do. non disquisitum"
videtur is a fox not a wolf. How-
ever, misprints are few and un-
important, and this is an excellent
book.

E. W. Bow

E. W. Boy

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

- Appointments vacant
- Universities
- Fellowships & Studentships
- Polytechnics
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- Colleges and Institutes of Technology
- Colleges of Education
- Colleges of Further Education
- Colleges and Departments of Art
- Administration Overseas
- Government
- Industry
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- For Sale and Wanted
- Courses
- Holidays and Accommodation
- Typing and Duplicating

PRIFYSGOL CYMRU
UNIVERSITY OF WALES

Saint David's
University College,
Lampeter

Applications are invited for the following posts—

TWO LECTURERS IN ENGLISH
one with special qualifications in Romantic Literature, and the other in either late nineteenth and twentieth century literature or in drama since 1850.

A LECTURER IN FRENCH
preferably with a special interest in the sixteenth century.

A LECTURER IN PHYSICAL GEOGRAPHY
preferably with a research interest in Biogeography.

A LECTURER IN HUMAN GEOGRAPHY
preferably with a research interest in Economic or Population Geography.

A LECTURER IN AMERICAN HISTORY

A LECTURER IN BRITISH ECONOMIC HISTORY
preferably with a special interest in the nineteenth century.

A LECTURER IN PHILOSOPHY

A LECTURER IN WELSH

A TEMPORARY LECTURER
(October, 1975, to September, 1976)

IN THEOLOGY

able to teach Old Testament courses and elementary Hebrew.

All posts to commence October 1, 1975. Salary will be on scale £2,118 to £4,896 per annum, plus threshold payments. Membership of USS. Closing date for applications: June 14, 1975. Further particulars may be obtained from the Academic Registrar, Saint David's University College, Lampeter, Dyfed SA48 7ED.

THE UNIVERSITY OF SHEFFIELD

Applications are invited for TWO SENIOR POSTS in a multi-disciplinary Centre for Research on User Studies, financed by the British Library, for five years in the first instance. Project heads: Professor W. L. Saunders, Director of the Postgraduate School of Librarianship and Information Science and Dr. P. H. Mann, Reader in Sociology.

One post is for a social scientist (not necessarily a librarian) with substantial research experience in the field of social survey techniques. The other calls for a strong background in the librarianship/information science field. One of the two appointees will be Director of the Centre. Applicants should state if they wish to be considered for the Directorship.

Salaries within the range £4,707-£5,976. Any future salary awards to University Academic Staff would apply to these posts.

Details of the Centre and the posts from the Registrar and Secretary, The University, Sheffield S10 2TN to whom applications (2 copies) should be sent by 15th June, 1975. Quote ref. R247/D1.

BENDIGO INSTITUTE OF TECHNOLOGY

PRINCIPAL LECTURER ACCOUNTANCY

The Bendigo Institute of Technology is a College of Advanced Education offering tertiary level degree and diploma courses across a wide spectrum of disciplines. The Institute is pleasantly sited on a new 85 hectare campus, 6km. from the Bendigo city centre. At present the Institute is in the process of merging with a teacher education establishment and the combined college campus will be developed on the present Institute site and on adjacent land to be acquired. Bendigo has a population approaching 50,000 and is located some 150km. north-west of Melbourne. A wide range of schooling at primary and secondary levels and other facilities and amenities normally expected in a modern city of the size of Bendigo are available.

Applications are invited from suitably qualified persons to fill the position of Principal Lecturer in Accountancy. The appointee will be guaranteed equivalent employment within the combined College.

Salary: \$A18,312 p.a. (approx. £10,300 p.a.)

The Department of Accountancy offers a Diploma in Business Studies and is at present developing a multi-disciplinary degree course in Business Studies with a major stream in Accountancy which, it is envisaged, will be introduced in 1978.

The Institute is seeking a person with strong post-graduate qualifications relating to Business Studies, the major area of interest being Accountancy. This person should have a substantial background of industrial/accounting/business experience.

The Principal Lecturer will assume responsibility for the introduction and subsequent control of the Degree Course under the overall administrative control of the Head of Department.

Staff members, with the approval of the Institute Council, engage in a limited amount of remunerative consulting activities.

The Institute will meet the costs of fares for the appointee and his family and will assist in payment of removal costs within certain limits.

Further particulars are available from the Academic Officer, Bendigo Institute of Technology, Flora Hill, Bendigo, Victoria, 3550, Australia, to whom applications should be forwarded by airmail before June 30, 1975.

THE NEW UNIVERSITY OF ULSTER

Vice-Chancellor

The University has been advised by its Vice-Chancellor, Dr. Norman Alan Burgess, that it is his intention to retire at the end of September, 1976.

A Joint Committee of the Council and the Senate has been set up to recommend a successor to the Vice-Chancellor. The Joint Committee will be pleased to hear of or from those who might wish to be considered for this office whether by personal letter or by nomination from others.

All communications should be marked personal and confidential.

W. T. EWING
Registrar and Secretary to the Joint Committee
Coleraine, N. Ireland

THE OPEN UNIVERSITY

Part-time Tutorial and Counselling Staff

Applications are invited for the following part-time posts to take effect from January, 1976:

Course Tutors and Tutor/Counsellors

In 1976 the University will be offering 94 courses in six broad areas: Arts, Educational Studies, Mathematics, Science, Social Science and Technology. The courses are based on an integrated structure of correspondence assignments, radio and television broadcasts and a regionally organized tutorial and counselling system.

COURSE TUTORS are responsible for commenting on and grading students' written assignments, for replying to queries about students' work and for conducting tutorials, normally at local study centres.

TUTOR/COUNSELLORS have duties similar to Course Tutors above in relation to the tuition of a group of students on one of the five Foundation courses. They also have counselling responsibilities for a larger group of students on both Foundation and higher level courses, where they are required to give study advice to individual students and to help in organizing discussion groups at local study centres. The time needed for University duties varies according to individual contracts, but on average will occupy perhaps one evening per week or its equivalent for most of the year. Appointments will be made for one year.

Applicants should be graduates with recent teaching experience in further, adult or higher education. To obtain application forms and further particulars send a POSTCARD to the Tutors Office, (THEO), The Open University, PO Box 92, Walton Hall, Milton Keynes MK7 6AL. Early application is advised and completed application forms should be submitted to one of the University's Regional Offices by Friday 20th, June.

(Note: Existing members of the University's part-time tutorial and counselling staff will automatically be sent application forms before the end of May.)

UNIVERSITY OF YORK

Department of History

TEMPORARY LECTURESHIP

Applications are invited for a Temporary Lectureship in the Department of History, University of York, for the period October 1, 1975 to September 30, 1976. The appointee will be expected to teach the course 'The History of the English Language' in the first year of the three-year undergraduate programme. The appointee will also be expected to contribute to the running of the Department of History.

Salary scale: £2,118-£4,896 p.a. (plus threshold payments). The appointee will be expected to work full-time hours.

Further particulars may be obtained from the Academic Officer, University of York, PO Box 15, York YO1 5DD. Applications should be sent to the Academic Officer by Friday, June 14, 1975.

Murdoch University
Perth, Western Australia

Applications are invited for appointment to the following chairs at Murdoch University. Appointees will be expected to play a major role in developing undergraduate teaching in their fields, to encourage interdisciplinary studies, and to implement programmes of research and research training at the highest levels.

Chair of Animal Biology (EN.0308)

This will be the fourth chair in the School of Environmental and Life Sciences, the specialisation of the professor already appointed being environmental science, microbiology, and plant biology. The school is responsible for broad spectrum of disciplines including the study of animals, microbes and plants, at all levels of organization from the biochemical to the ecological. Research and teaching facilities include an animal house and a 10-hectare native fauna research unit on campus. Opportunities exist for participation in the activities of the School of Veterinary Studies and other schools within the University, such as the School of Social Inquiry which has particular interests in behavioural studies and in human development. Applicants will be considered from any field of zoology.

Chair in Communications Studies (EN.0307)

This will be the second chair in the School of Human Communication, the first being in Literature. From its inception the School has had a very strong humanistic base and is involved in programmes in Asian cultures and languages, Communication Studies and World Literature. The programme in Communication Studies encompasses media analysis, linguistics, broadcasting, theatre, film and television, advertising, public relations, the teaching of English as a second language, and journalism. The professor now to be appointed, who may possess interests in any of these or other relevant humanistic areas, will be expected to exercise leadership in the second phase of the development of the programme.

Chair in Education (EN.0308)

This will be the second chair in the School of Education, the first being in the general area of contextual studies. Applicants should have strengths in several areas of educational process such as curriculum evaluation, educational measurement, educational psychology and research design. Administrative responsibilities in the School will include leadership in the co-ordination of postgraduate studies and research, and opportunities will exist for participation in the activities of a programme on Human Development.

Chair in Psychology (EN.0308)

This will be the fourth chair in the School of Social Inquiry, the others being in Economics, History, and Social Science. The major immediate responsibility of the professor now to be appointed will be as chair-man of a programme on Human Development. This programme offers a developmental approach to the complete spectrum of psychological studies embracing intellectual and physical sciences, social psychology, life-span, and clinical psychology for entry into various areas of applied (clinical) psychology. Opportunities exist for participation in the activities of other schools and programmes, especially within the School of Education.

GENERAL

Murdoch University, the second to be established in Western Australia, was constituted in July, 1973, and enrolled its first 500 undergraduates and 80 postgraduate students in February of this year. It is expected that the enrolment will increase steadily to reach approximately 1,500 undergraduates and 300 postgraduates in 1978.

The University's educational plans and policies include commitment to a broad-based first year of undergraduate study, to the development of interdisciplinary programmes of study, to the provision of external studies, to a more than usually flexible admissions policy, and to professional programmes in teacher education and veterinary science. It is organized around six schools of study: Education, Environmental and Life Sciences, Human Communication, Mathematics and Physical Sciences, Social Inquiry, and Veterinary Studies, rather than the more traditional faculties and departments.

Murdoch University is located south of the Swan River, 13 kilometres from the centre of Perth, on a 174-hectare campus that is mainly under native bush. It is currently housed in five new major buildings, and it is expected that four further major buildings will be added during the triennium of 1976-78.

SALARY: \$A22,750 per annum.

Further information about these appointments, the University and the conditions of appointment, including provision for superannuation, study leave, travelling and removal expenses, may be obtained from: The Secretary-General, Association of Commonwealth Universities (Apia), 35 Gordon Square, London WC1H 0PF, or The Personnel Officer, Murdoch University, Murdoch, W.A. 6153.

Applications, in duplicate, including all relevant information, data and addresses of up to three referees, should be submitted as soon as possible to the Personnel Officer. Where applicants are resident in the United Kingdom, Europe or Africa, one further copy should be sent to the Association of Commonwealth Universities.

The closing date for applications is 16th July, 1975.

AUSTRALIA
AUSTRALIAN NATIONAL UNIVERSITY
PERTH

Applications are invited for appointments to the following:

HUMAN SCIENCES
HEAD OF SCHOOL
HUMAN ADAPTABILITY
(two posts)

Appointments will be made in the Human Sciences Programme, which began in 1972 on an experimental basis, but has now been accepted by the University as a continuing activity.

The Reader/Consultant Lecturer will be the leader of the Programme and will be responsible to the Committee for Human Sciences (chaired by 1975 Professor J. J. Pomeroy) for academic matters and to the Head of the Department of Environmental and Life Sciences for administrative matters.

Applicants should be persons of broad competence and interest who will be prepared to accept a substantial part of their time in the development and teaching of the programme. They should also have experience in the use of modern scientific methods and should be a broad kind, multi-disciplinary in approach.

The two persons appointed will be responsible for two full-time and two part-time posts in the School of Human Sciences, and for the development of the programme in the field of Human Adaptability. The School of Human Sciences is currently in the process of developing a broad spectrum of disciplines including the study of animals, microbes and plants, at all levels of organization from the biochemical to the ecological. Research and teaching facilities include an animal house and a 10-hectare native fauna research unit on campus. Opportunities exist for participation in the activities of the School of Veterinary Studies and other schools within the University, such as the School of Social Inquiry which has particular interests in behavioural studies and in human development. Applicants will be considered from any field of zoology.

Chair in Education (EN.0308)

This will be the second chair in the School of Education, the first being in the general area of contextual studies. Applicants should have strengths in several areas of educational process such as curriculum evaluation, educational measurement, educational psychology and research design. Administrative responsibilities in the School will include leadership in the co-ordination of postgraduate studies and research, and opportunities will exist for participation in the activities of a programme on Human Development.

Chair in Psychology (EN.0308)

This will be the fourth chair in the School of Social Inquiry, the others being in Economics, History, and Social Science. The major immediate responsibility of the professor now to be appointed will be as chair-man of a programme on Human Development. This programme offers a developmental approach to the complete spectrum of psychological studies embracing intellectual and physical sciences, social psychology, life-span, and clinical psychology for entry into various areas of applied (clinical) psychology. Opportunities exist for participation in the activities of other schools and programmes, especially within the School of Education.

GENERAL

Murdoch University, the second to be established in Western Australia, was constituted in July, 1973, and enrolled its first 500 undergraduates and 80 postgraduate students in February of this year. It is expected that the enrolment will increase steadily to reach approximately 1,500 undergraduates and 300 postgraduates in 1978.

The University's educational plans and policies include commitment to a broad-based first year of undergraduate study, to the development of interdisciplinary programmes of study, to the provision of external studies, to a more than usually flexible admissions policy, and to professional programmes in teacher education and veterinary science. It is organized around six schools of study: Education, Environmental and Life Sciences, Human Communication, Mathematics and Physical Sciences, Social Inquiry, and Veterinary Studies, rather than the more traditional faculties and departments.

Murdoch University is located south of the Swan River, 13 kilometres from the centre of Perth, on a 174-hectare campus that is mainly under native bush. It is currently housed in five new major buildings, and it is expected that four further major buildings will be added during the triennium of 1976-78.

SALARY: \$A22,750 per annum.

Further information about these appointments, the University and the conditions of appointment, including provision for superannuation, study leave, travelling and removal expenses, may be obtained from: The Secretary-General, Association of Commonwealth Universities (Apia), 35 Gordon Square, London WC1H 0PF, or The Personnel Officer, Murdoch University, Murdoch, W.A. 6153.

Applications, in duplicate, including all relevant information, data and addresses of up to three referees, should be submitted as soon as possible to the Personnel Officer. Where applicants are resident in the United Kingdom, Europe or Africa, one further copy should be sent to the Association of Commonwealth Universities.

The closing date for applications is 16th July, 1975.

EDINBURGH
THE UNIVERSITY OF EDINBURGH
DEPARTMENT OF ECONOMICS

Applications are invited for the following posts:

LECTURER
Applications are invited for the post of Lecturer in the Department of Economics. The appointee will be expected to play a major role in developing undergraduate teaching in their fields, to encourage interdisciplinary studies, and to implement programmes of research and research training at the highest levels.

Chair in Education (EN.0308)

This will be the second chair in the School of Education, the first being in the general area of contextual studies. Applicants should have strengths in several areas of educational process such as curriculum evaluation, educational measurement, educational psychology and research design. Administrative responsibilities in the School will include leadership in the co-ordination of postgraduate studies and research, and opportunities will exist for participation in the activities of a programme on Human Development.

Chair in Psychology (EN.0308)

This will be the fourth chair in the School of Social Inquiry, the others being in Economics, History, and Social Science. The major immediate responsibility of the professor now to be appointed will be as chair-man of a programme on Human Development. This programme offers a developmental approach to the complete spectrum of psychological studies embracing intellectual and physical sciences, social psychology, life-span, and clinical psychology for entry into various areas of applied (clinical) psychology. Opportunities exist for participation in the activities of other schools and programmes, especially within the School of Education.

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The closing date for applications is 16th July, 1975.

EXETER
THE UNIVERSITY OF EXETER
DEPARTMENT OF ECONOMICS

Applications are invited for the following posts:

LECTURER
Applications are invited for the post of Lecturer in the Department of Economics. The appointee will be expected to play a major role in developing undergraduate teaching in their fields, to encourage interdisciplinary studies, and to implement programmes of research and research training at the highest levels.

Chair in Education (EN.0308)

This will be the second chair in the School of Education, the first being in the general area of contextual studies. Applicants should have strengths in several areas of educational process such as curriculum evaluation, educational measurement, educational psychology and research design. Administrative responsibilities in the School will include leadership in the co-ordination of postgraduate studies and research, and opportunities will exist for participation in the activities of a programme on Human Development.

Chair in Psychology (EN.0308)

This will be the fourth chair in the School of Social Inquiry, the others being in Economics, History, and Social Science. The major immediate responsibility of the professor now to be appointed will be as chair-man of a programme on Human Development. This programme offers a developmental approach to the complete spectrum of psychological studies embracing intellectual and physical sciences, social psychology, life-span, and clinical psychology for entry into various areas of applied (clinical) psychology. Opportunities exist for participation in the activities of other schools and programmes, especially within the School of Education.

GENERAL

Murdoch University, the second to be established in Western Australia, was constituted in July, 1973, and enrolled its first 500 undergraduates and 80 postgraduate students in February of this year. It is expected that the enrolment will increase steadily to reach approximately 1,500 undergraduates and 300 postgraduates in 1978.

The University's educational plans and policies include commitment to a broad-based first year of undergraduate study, to the development of interdisciplinary programmes of study, to the provision of external studies, to a more than usually flexible admissions policy, and to professional programmes in teacher education and veterinary science. It is organized around six schools of study: Education, Environmental and Life Sciences, Human Communication, Mathematics and Physical Sciences, Social Inquiry, and Veterinary Studies, rather than the more traditional faculties and departments.

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The closing date for applications is 16th July, 1975.

Colleges of Further Education

QUEEN MARGARET COLLEGE
EDINBURGH

A Scottish Central Institution

Applications are invited for appointment to a post of

LECTURER IN DIETETICS

Candidates should have a Degree in Nutrition, Chemistry or a Biological Science, together with a Diploma in Dietetics.

The appointment, which will take effect in September, 1975, is in the Science Department and will include responsibility for teaching of students following courses in Dietetics, Home Economics and Life Sciences.

The salary scale for the post is £2,670-£5,010 (bar) -£5,412. In addition a cost of living supplement of £229.68 per annum is payable.

Further particulars and application form may be obtained from The College Secretary, Clerkwood Terrace, Edinburgh, EH12 8TS. Telephone 031-334 8111.

Colleges of Art

HUMBERSIDE COUNTY COUNCIL

HULL REGIONAL COLLEGE OF ART

School of Fine Art
C.N.A.A. B.A. (Hons.)
Fine Art Course

For September, practising artist as Studio Tutor offering a visual art specialisation in the Fine Art area. Appointment to be made at Senior Lecturer or Lecturer Grade II Level, depending on experience.

Salary: Lecturer II Scale, £2,670 to £4,476 plus threshold payments. Senior Lecturer Scale, £4,208 to £5,010 plus threshold payments.

Further details and application form from the Principal, Regional College of Art, Wilbarforce Drive, Hull, N. Humberside. Tel. 0482 224311.

Courses

THE UNIVERSITY OF BIRMINGHAM
FACULTY OF COMMERCE AND SOCIAL SCIENCEPostgraduate
Studies

1975/76 S.S.R.C. STUDENTSHIPS

S.S.R.C. studentships available for eligible students who wish to pursue postgraduate studies leading to the degrees of M.Sc., B.A. or Ph.D. in the following fields:

- | | |
|---|-----------------------------------|
| Graduate School of Economics | Sociology |
| Economics | Social Administration |
| Mathematical Economics | Political Science |
| Econometrics & Social Statistics | Local Government & Administration |
| Industrial Economics & Business Studies | Urban and Regional Studies |
| Accounting | West African Studies |
| Economic and Social History | |
| Rural and European Studies | |

For further particulars and application forms write as soon as possible to: Assistant Registrar (C), The University of Birmingham, Birmingham B15 2TT quoting ref: 25/77.

The University of Birmingham

Plymouth Polytechnic offer

POST GRADUATE
C.N.A.A. DIPLOMA

and other courses in

EDUCATIONAL TECHNOLOGY

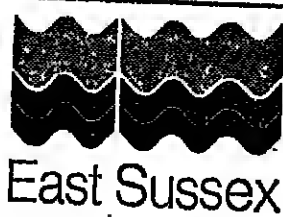
(also courses in C.C.T.V.)

Final Enrolments now being taken for 1975/76 session

Full details from:

The Registrar, Polytechnic, Plymouth, PL4 8AA

General Vacancies

EAST SUSSEX COLLEGE OF
FURTHER EDUCATION (Readvertisement)Appointment
of Director

The County Council wish to appoint a Director of this new College of Higher Education in Eastbourne, which has recently been approved by the Secretary of State for Education and Science and which will come into existence in September 1976. The new College of 1,300 students will be formed from three existing Colleges of Education.

Chelms	(Physical Education)
Eastbourne	(General)
Seaford	(Home Economics)

Salary: £9,192 per annum (related to a Group 7 college) plus threshold payment.

The County Council are looking for a Director with vision and imagination to establish this new College. The successful candidate is expected to take up post in advance of the formation of the College and that he or she may play a full part in planning the College. Application forms (with further particulars) may be obtained from the Chief Education Officer (Ref. PK) and should be returned to him at his Education Department, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes, Sussex BN1 1SG, by not later than 6th June, 1976.

CAREERS
OFFICERS—
For Older/Abler
Pupils—ESHERAnd Further and Higher
Education—REIGATE

Candidates should have a degree or equivalent qualification and be qualified for and experienced in the work of the Careers Service.

Salary: £1,400-£2,400 (ESHER) and £1,400-£2,400 (REIGATE) both plus Superannuation. Applications should be sent to the Principal, Esher College, Esher, Surrey TW20 2EX. Closing date: two weeks after appearance of this advertisement.

Further details and application form from the County Education Officer, County Hall, Kingston Upon Thames, KT1 2DT. Tel: 01-871 1055 Ext. 549.

SURREY

NORTHERN IRELAND

THE SOUTH-EASTERN EDUCATION
AND LIBRARY BOARDVICE-PRINCIPAL
OF NEWCASTLE TECHNICAL
COLLEGE, CO. DOWN

Applications are invited from suitably qualified persons for the post of Vice-Principal of Newcastle Technical College, Co. Down.

The successful candidate will take up duty on 1st September, 1975, or as soon as possible thereafter.

As a Group 2 (to be reviewed on 1st September, 1976) the Vice-Principal's salary will fall in the range £15,541 plus payments under the Threshold Agreement.

Further information and application forms (to be returned by 30th May, 1976) may be obtained from the Chief Officer, SOUTH-EASTERN EDUCATION AND LIBRARY BOARD, 18 WINDSOR AVENUE, BELFAST BT9 9ER. Pre-addressed envelope must be enclosed.

ilec INNER LONDON
EDUCATION AUTHORITYAssistant
Education Officer
Further and Higher Education
£7,911 to £8,744

(including allowances) with opportunity for progress to £11,000.

The Assistant Education Officer, Further and Higher Education will be responsible for central planning for the management of all Inner London Colleges including the Polytechnics, and for the administration of the Authority's scheme of students' awards.

He/She will be expected to play a full part in evolving policy for the Education Department as a whole. Administrative, organisational, and negotiating skills of a high order will be required.

Further information and application forms from the Education Officer (EO/Estab PA1), The County Hall, London SE1 7PB. Forms to be returned by 6 June 1976.

Overseas

ADELAIDE COLLEGE OF
ADVANCED EDUCATION

Applications are invited for the post of:

ASSISTANT LECTURER OR
LECTURER in
READING EDUCATION

Courses offered by the College provide the academic and vocational training for teachers in secondary schools in the fields of arts, sciences, economics, commerce, music, sports, drama and physical education. At present the College has an Advanced Diploma in Teaching and a Graduate Diploma in Teaching. Future courses include a Bachelor of Education, a Bachelor of Arts, and a Bachelor of Science. The College is seeking to develop an existing library serving 4,000 students and 178 staff into a multi-media learning resource centre, and to work with architects to design a new building to be completed during the next three years. A close liaison with academic staff will be necessary. Major development of the collection is expected over the 1976-77 term, both in electronic media and conventional library materials, and the appointee will be responsible for the allocation of funds available for this purpose. Recommendations for relevant staff will also be considered. This is an academic appointment at Head of Department level. The successful candidate will be eligible for study leave, and the College will pay travelling and removal expenses. Applications containing personal, academic and professional details, and citing three referees (one on 31 July, 1976, with the Director, Dr David P. Armstrong, from whom further information regarding the position and the College is available. The address of the College is 149 High Street, Prahran, Victoria 3181, Australia.

Regional management centres

from Mr T. K. Reeves
The wholly negative review by Mr Nelson of the prospects for the new regional management centres (THES, April 25) cannot be allowed to pass unchallenged. It is true that few institutions designated as RMCs are seemingly so paralysed by the organisational and personal difficulties involved in effecting a merger between departments in different colleges that they have so far failed to get off the ground.

But it is simply not true that these problems are insurmountable. As Mr Nelson points out, one of the first RMCs to flourish was based on two separate institutions, and its success is owed to the organisational and personal difficulties cannot be dismissed.

The successful candidate will take up duty on 1st September, 1975, or as soon as possible thereafter.

As a Group 2 (to be reviewed on 1st September, 1976) the Vice-Principal's salary will fall in the range £15,541 plus payments under the Threshold Agreement.

Further information and application forms (to be returned by 30th May, 1976) may be obtained from the Chief Officer, SOUTH-EASTERN EDUCATION AND LIBRARY BOARD, 18 WINDSOR AVENUE, BELFAST BT9 9ER. Pre-addressed envelope must be enclosed.

The main problems of teaching in higher education are related to whether or not the students should be listening to a particular lecture at all. The alternatives to "listening" as a means of learning are many: workshop or laboratory exercises (even in the arts), seminars, tutorials, projects, structured modules or units for individual learning. The report from the Nuffield Foundation group mentioned most of them (THES, February 7). What is most needed is research into the effects of these different types of teaching on students' learning.

In the University of Zambia teachers are made very aware of the cultural as well as the general gap between them and their students, and they are thereby brought to asking whether the learning methods which in Britain or America they found suitable a good many years ago are necessarily suitable for undergraduates in Lusaka today.

For this reason our university is at present establishing an Educational Research and Curriculum Development Unit aimed primarily at the development of our own curricula, and one of the first priorities of this unit is to be an investigation of the learning processes among our own students.

One might wonder whether even in Britain there is such a close community of culture between lecturers and their students as to preclude the need for such investigations. Yours faithfully, BRIAN GARVEY, Senior Lecturer in Education, University of Zambia.

Overseas continued

AUSTRALIA

PRAHRAN COLLEGE OF ADVANCED EDUCATION
MELBOURNE, VICTORIA, AUSTRALIA

CHIEF LIBRARIAN

GRADE I (an academic appointment).
Salary \$A18,312

Qualifications: A higher degree and qualifications in librarianship conforming to the requirements of the Library Association of Australia are essential. Qualifications in educational technology are desirable and experience in a multi-media learning resource centre in an educational capacity is essential. The College is seeking to develop an existing library serving 4,000 students and 178 staff into a multi-media learning resource centre, and to work with architects to design a new building to be completed during the next three years. A close liaison with academic staff will be necessary. Major development of the collection is expected over the 1976-77 term, both in electronic media and conventional library materials, and the appointee will be responsible for the allocation of funds available for this purpose. Recommendations for relevant staff will also be considered. This is an academic appointment at Head of Department level. The successful candidate will be eligible for study leave, and the College will pay travelling and removal expenses. Applications containing personal, academic and professional details, and citing three referees (one on 31 July, 1976, with the Director, Dr David P. Armstrong, from whom further information regarding the position and the College is available. The address of the College is 149 High Street, Prahran, Victoria 3181, Australia.

LETTERS TO THE EDITOR

University salaries

have too many vacancies just now either. Yours faithfully, J. VARWOOD, Dean of School of Engineering and Science.

J. C. MARSDEN, Sub-Dean, Science Division, L. de CHERNATON, Lecturer in Physics, Polytechnic of Central London.

from Sally Milne
Sir—The university lecturers' views on salaries you published (THES, April 25) seem obsessively concerned with being paid less than their polytechnic counterparts. Do they ever stop to consider how their bleatings sound in those being paid less than university lecturers?

I teach in a university as a tutorial assistant. I do not lecture, but I give tutorials (on average eight a week), run a third year special option, examine for the final degree, interview candidates for degree places, and attend department meetings. This week, for example, my teaching load is 10 hours, and while this is certainly less than my overworked colleagues in the English department at Leicester University I know that it is more than many university lecturers, English and otherwise.

At the same time I am required by my appointment to do research. I am 28 and earn £1,800 a year after seven years postgraduate experience, five of which have been spent teaching at degree level.

My point here is not to complain about my position; my post has given me the opportunity to teach and do research (and many very well qualified people would give a great deal, including a cut in salary scale, for that opportunity today), and it is a post which Leicester University, anyway, does not admit. I do feel that I am underpaid; but I live adequately, and am prepared to put up with it for the moment because I am doing what I want to do.

I have some sympathy with those at the lower end of the university lecturer scale, who are approaching my level of hardship, but I can't honestly say it's hardship of a very grave sort. In any case the AUT's demand for a percentage rise benefits such people least. But the injured self-righteousness of the pleas for more money from those now being paid upwards of £2,757, with the happy expectation of regular increments, for doing a job they enjoy in conditions of comparative ease, must be offensive to anyone in worse financial circumstances, particularly if they do not have any of the advantages attendant on a university job.

It tempts me to the uncharitable view that for university lecturers hardship amounts to wondering where the next bottle of claret is coming from.

Yours sincerely, SALLY MILNE, Department of English, Leicester University

nics have not published a unit cost study and that it was difficult to avoid the impression of quagmire PCL against the rest of the universities.

The Committee of Polytechnic Directors have, however, commissioned a study of polytechnic unit costs which will enable a full range of activities of polytechnics, mid-career courses, evening courses, sandwich and undergraduate studies to be brought in to give the full picture of the cost of our total endeavour.

I surmise that the results of this study, which should be completed in a month's time, will show that at least in two cases the unit cost of polytechnic education overall is less expensive in London than outside, and thus remove the main plank of your article.

I reiterate my pious hope expressed earlier in this letter that these unit cost studies will have as much publicity as the rather out of date and pioneering studies made for 1971-72.

Yours sincerely, HECTOR JELL, Secretary, Polytechnic of Central London.

Thus you speak of the unit cost of

mathematics without mentioning that this cost covered physics and computing in addition to mathematics; it is clearly stated in the report that, for a number of reasons which no longer apply, it was not possible to make any adequate separation of expenditure between the different disciplines.

Again, to what extent are we comparing like with like? I am sure you will appreciate that the basis of comparability in such an exercise is all important. Thus, in the case of PCL, the figures you quote include departmental expenditure.

I believe that the University Grants Committee figures quoted by you for universities excludes this type of expenditure. There are other questions, some of them of a rather niggling nature, such as the fact that the 1971/72 figure for the PCL is an actual expenditure whereas the UGC figures are projections from 1970/71. No mention is made of possible distortions which may exist due to uneven development of different departments which could have a marked effect on costs.

However, I do not want to stress the defects of your article, which are embarrassingly aware that polytechnics have not published a unit cost study and that it was difficult to avoid the impression of quagmire PCL against the rest of the universities.

The Committee of Polytechnic Directors have, however, commissioned a study of polytechnic unit costs which will enable a full range of activities of polytechnics, mid-career courses, evening courses, sandwich and undergraduate studies to be brought in to give the full picture of the cost of our total endeavour.

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Yours sincerely, HECTOR JELL, Secretary, Polytechnic of Central London.

The British Council

Invites applications for the following posts:

Visiting Professor in Veterinary Nematology (Brazil)

Federal Rural University, Rio de Janeiro. To lecture to postgraduate students on Helminthology and supervise their research programmes. Postgraduate degree and 6 years' relevant experience. Salary: £5,200 p.a. subject to revision. One-year contract, renewable.

75 UU 54

Woman Inspector of English (Bahrain)

Ministry of Education, Manama. Graduate with TEFL qualification and considerable overseas experience. Salary: £4,264-£5,524 p.a. tax free. Benefits: free accommodation. Two-year contract.

75 AE 7

Lecturer in English (Yemen)

University of Sana'a. Candidates must only be graduates with TEFL qualification and experience, but non-graduates will be considered. Salary: £3,385-£4,264 p.a. tax free. Benefits: overseas and children's allowances; free accommodation. Two-year contract. Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quote relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

Colleges and
Institutes of
Technology

LONDON

SPECIALIST CENTRE FOR
HIGHER EDUCATION
IN MANAGEMENT AND
BUSINESS STUDIES
(Previous appointments need not be relevant)

To carry out research, under the management of a senior academic, in the field of management and business studies, and to provide a centre for the study of management and business studies.

The successful candidate will be responsible for the development of the centre, and will be expected to play a full part in the planning of the College.

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